Journal of Home Economics

Periodical

JAN 2 9 1946
DETROIT

VOLUME 38 NO. 1

Home Demonstrators in Venezuela
Mary Gunnell Lewis

Procedures Which Reduce Food Costs
Sally Jarrard

Postwar Equipment
Arnold E. Baragar

Educational Qualifications of Nutritionists in Health Agencies

How the War Affected Civilian Textiles
Bess V. Morrison, Hazel M. Fletcher, Pauline Beery Mack, Esther Chapman Morse, Ethel L. Phelps, and *Evelyn E. Stout*

January 1946

Published by
AMERICAN HOME ECONOMICS ASSOCIATION
WASHINGTON, D. C.

About This Issue . . . . . .

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THE JOURNAL OF HOME ECONOMICS is published monthly, except July and August, by the American Home Economics Association.

Rates: $3 a year. Extra postage: Canadian 25 cents, foreign 50 cents. Single copies 35 cents.

Active members of the American Home Economics Association pay $3 national dues in addition to state dues and receive the JOURNAL OF HOME ECONOMICS, $2 of the dues being assigned the JOURNAL subscription.

Notice of change in address should be received two weeks before the date of issue on which the change is to take effect. Both the *old address* and the *new address* should be given.

TIPS FOR TEACHERS

Our new department, "It's a Good Idea," has tips for units on housing, art, child care, food, family relations, clothing construction. Do send us your own contribution! Keep it going!

HOME EQUIPMENT

MR. BARAGAR gives some good advice about buying equipment this year (p. 11 ff). Our March issue will follow up with a big symposium, telling what to look for in pressure cookers; gas and electric ranges; gasoline and kerosene stoves; coffeemakers; electric toasters, roasters, and irons; ice, gas, and electric refrigerators; washing machines and driers; vacuum cleaners; home freezer lockers; and mixers. Contributors: EARL C MCCRACKEN, P. B. POTTER, ELAINE KNOWLES, LOUISE J. PEET, ENID SATER, LENORE SATER, GAIL REDFIELD.

CIVILIAN TEXTILES

That piece about wartime textiles (p. 21 ff) would make an excellent springboard for a class assignment—have the girls compare ginghams, rayons, now in their local market with those reported here.

IN VENEZUELA

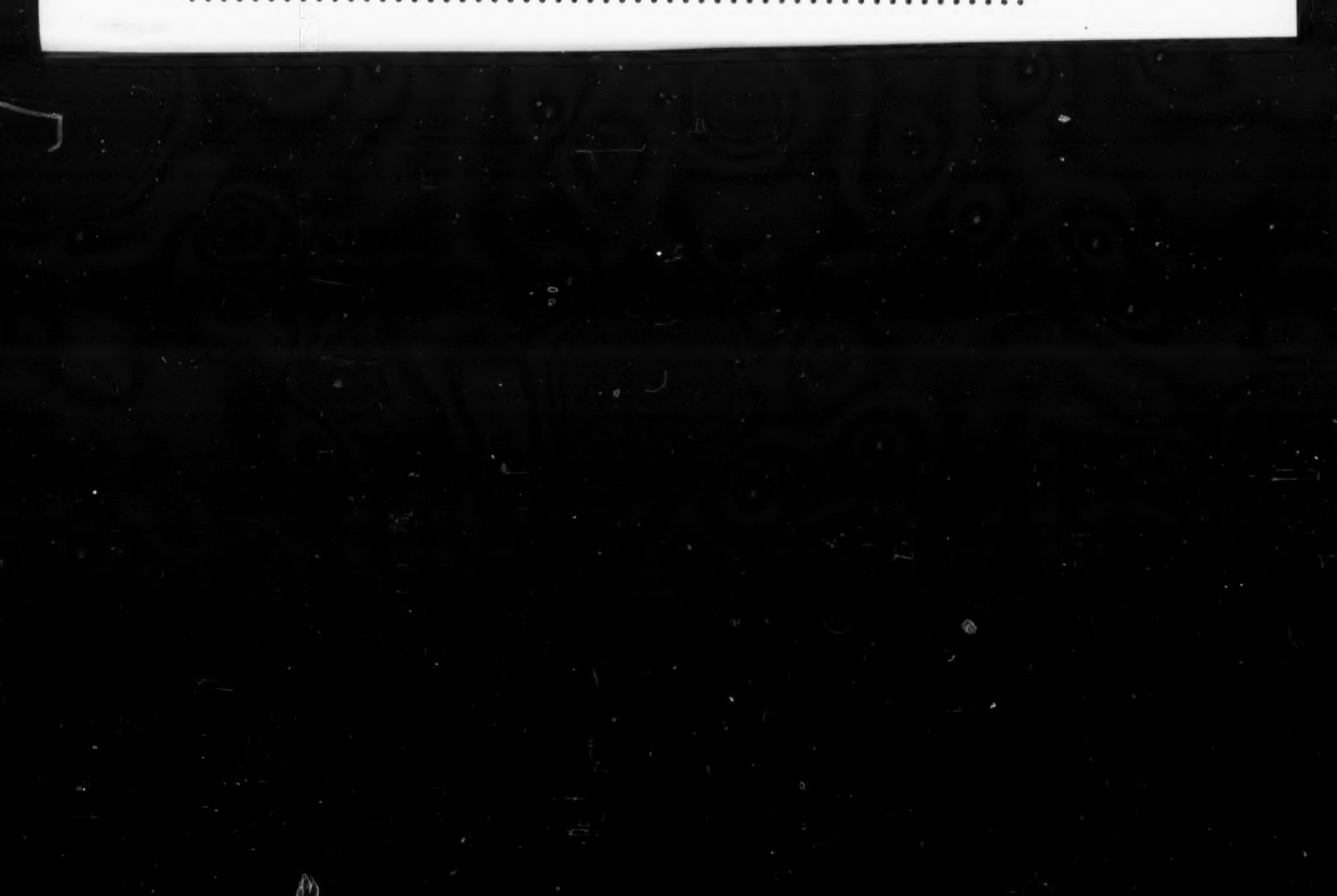
A really thrilling picture of HDA's, Venezuelan model, is given in MRS. LEWIS' report (p. 1 ff).

QUIZ LIST

How many public health nutritionists are now at work in the USA? What's the trend? Should we train more? (p. 16) If you want to go into that field of work what training would you have to have now? (p. 17 ff) What seems to be considered better *now*: firm authority or unlimited freedom? Why aren't junior high boys and girls more compatible? What percentage of parents reject their children? (pp. 49–50). . . . Should you remove carrot tops at harvest? When in the season do tomatoes have the most vitamin C? What freezing temperature makes the most tender meat? (pp. 51–52).

AMERICAN HOME ECONOMICS ASSOCIATION

Next Annual Meeting, Cleveland, Ohio, Week of June 23, 1946



Protecting Butter Purity

The commercial butter industry has devoted much time and scientific research to insure homemakers a product that meets the highest standards of purity as well as of flavor and quality. At the same time, the Federal Government, and the governments of most states, have adopted laws controlling the composition and cleanliness of butter so that it will be uniformly wholesome.

Today's modern creamery, through exacting sanitary controls, produces butter untouched by human hands. These controls begin with the dairy farmer's clean, inspected herd and dust-proof cans, and continue through the creamery's sterilized stainless steel equipment, glasslined tanks, filters and churns, and final bacteriological test.

All safeguards for butter purity end at the creamery, however, unless butter is properly packaged. From the creamery to the dinner table, butter is handled under varying conditions by many persons, in transit, at the store, and in delivery to the home.

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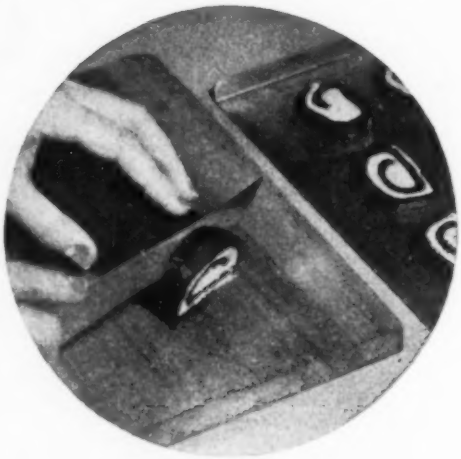

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Do you know the new, modern way to get the tender, delicious poultry, *every time?* Watch for Armour Cloverbloom Table-Dressed Poultry! You'll get birds with plump legs and thighs . . . deep breasts . . . and the flavor freshness that can only be had when immaculately dressed birds are *immediately* frosted to seal in the goodness! Government inspected . . . thoroughly cleaned inside and out! All ready to pop into the pan. The label tells you *exactly* what's inside—broiler, fryer, roaster, fowl for stewing, etc.

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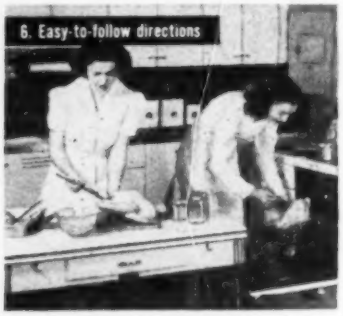
High pressure washing both inside and out removes every trace of blood and viscera . . . and cleans the birds thoroughly. Giblets are cleaned separately; wrapped in parchment and placed inside the bird, ready for cooking.

Within minutes after birds are table-dressed they are graded . . . trussed or cut for cooking . . . sealed in cellophane and quick frozen. This method of packing, perfected by Armour, keeps birds *flavor-fresh* right up to cooking time.



The directions for preparing Cloverbloom Table-Dressed Poultry were developed in Armour's Consumer Service kitchen, directed by Marie Gifford. Other kitchen-tested recipes come to you through Armour advertising.

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Few Foods Can Better This Nutritional Composition

During the recent past much has been learned about nutritional needs and the contribution to good nutrition which individual foods and dishes present. Among the foods which have gained universal recognition by medical, nutritional, public health, and home economics authorities, cereals occupy an important place. For there are few foods that can better the nutritional composition of the dish composed of cereal, milk, and sugar.

Besides quickly available food energy, this palatable dish provides notable amounts of biologically adequate protein, the essential B vitamins thiamine, riboflavin, and niacin, and important minerals. Both major ingredients in this dish, the cereal as well as the milk, contribute worth-while amounts of these nutritional essentials.

This nutrient value, with only small variation, is provided by virtually all cereals, regardless of grain source and whether eaten hot or cold.

Since cereals are available in a wide variety of taste and form, they rarely jade the appetite. Hence they are universally accepted as an important component of a basic breakfast pattern of fruit, cereal, milk, and sugar, bread and butter, and beverage. Because of their easy digestibility, cereals are applicable in every specialized diet; usually they are the first solid food allowed after surgery and severe illness.

Economically, cereals present a notable advantage. With minor exceptions, the dish composed of 1 oz. of cereal (whole-grain, enriched, or restored to whole-grain values of thiamine, niacin, and iron), 4 oz. of milk, and 1 teaspoonful of sugar shows a cost of barely three cents. Few indeed are the foods which for this small cost can make such a contribution to the daily nutritional requirement.

	Average represented by: cereal, 1 oz.; whole milk, 4 oz.; sugar, 1 teaspoonful	Recommended dietary allowances (Rev. 1945) Natl. Research Council		Percentage contributed by: cereal, milk, and sugar	
		Moderately Active Man (70 Kg.)	Woman (56 Kg.)	Moderately Active Man (70 Kg.)	Woman (56 Kg.)
Calories	202	3000	2500	6.7%	8.1%
Protein	7.1 Gm.	70 Gm.	60 Gm.	10.1%	11.8%
Fat	5.0 Gm.				
Carbohydrate	33 Gm.				
Calcium	156 mg.	0.8 Gm.	0.8 Gm.	19.5%	19.5%
Phosphorus	206 mg.				
Iron	1.6 mg.	12 mg.	12 mg.	13.3%	13.3%
Thiamine	0.17 mg.	1.5 mg.	1.2 mg.	11.3%	14.2%
Riboflavin	0.24 mg.	2.0 mg.	1.6 mg.	12.0%	15.0%
Niacin	1.4 mg.	15 mg.	12 mg.	9.3%	11.7%

The presence of this seal indicates that all nutritional statements in this advertisement have been found acceptable by the Council on Foods and Nutrition of the American Medical Association.

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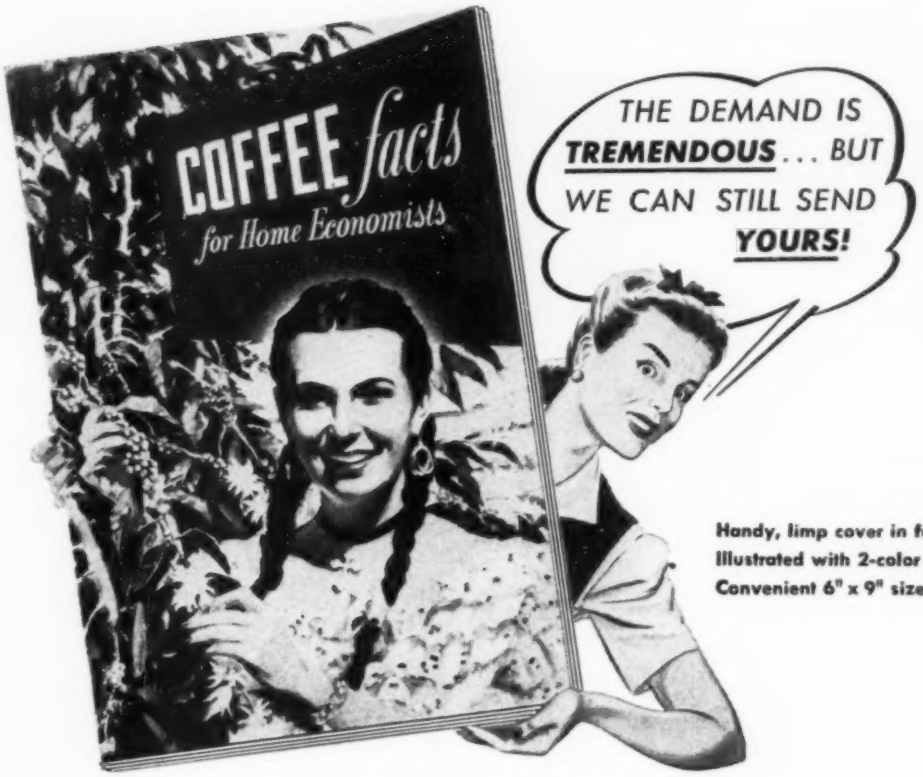

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1940

Julian, ten, and Rupert, six, go for bread 'n Nucoa!

HOW THEY'VE

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Nucoa has been a regular part of this family's diet since before Julian was born. For Mrs. LeCraw is no slave to tradition. To help make ends meet, while providing scope for her boys' hobbies, physical development and social life, she first tried Nucoa for economy.

Afterward the LeCraws never wanted

Nutritious **NUCOA**

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1945

Here are Rupert at eleven and Julian at fifteen.

GROWN!

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Try Nucoa in your own home. Familiarity with Nucoa's *uniform goodness* will give you confidence in recommending Nucoa in households, and in Federal School Lunch Programs, where its low-cost food value may aid good nutrition.

1 *"Accepted Foods and their Nutritional Significance," Council on Foods of the A.M.A., 1939, p. 33.*
2 *Federal Register, June 7, 1941, p. 2762.*
3 *Release, July 2, 1945, Agricultural Research Administration, U. S. Department of Agriculture.*
4 *Note that the Vitamin A value of Nucoa is not an average, but the guaranteed minimum content of each pound, winter and summer.*

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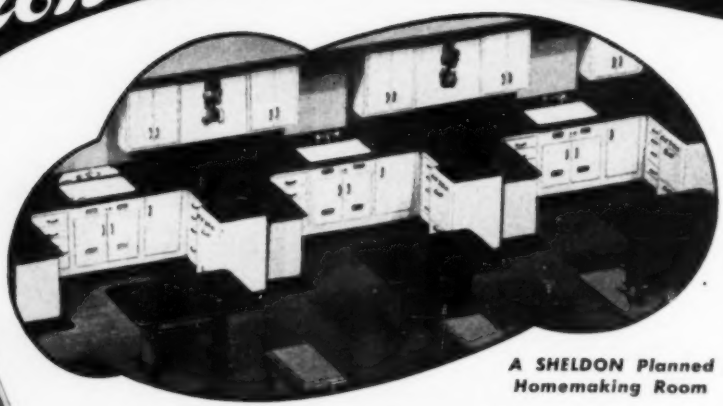

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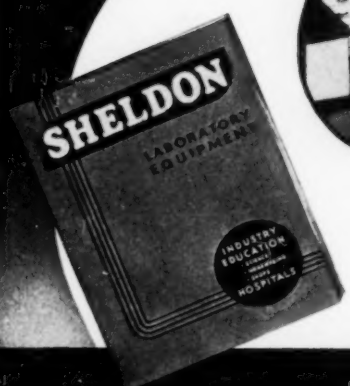

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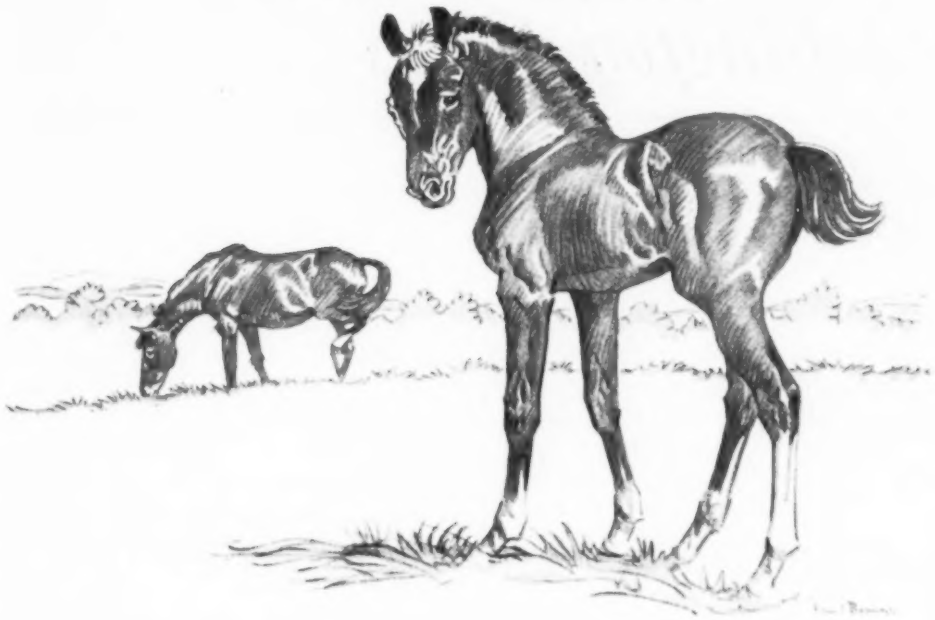

HOW A NEW PLASTIC IS BORN

THERE'S quite a parallel between the way a champion thoroughbred horse is produced and how the new Celanese* plastic, Forticel†, was developed. The thoroughbred is a product of years of carefully selected blood lines to bring out such qualities as speed, stamina and courage. Forticel is likewise the result of selective breeding.

Forticel, chemically, is cellulose tri-propionate. A number of years ago, Celanese chemists were experimenting with various combinations of cellulose and propionic acid. They found that they could make a plastic with many points of superiority such as extremely high strength, form retention, light weight and unlimited colorability. In fact, it seemed to combine virtually all the advantages of the cellulosic plastic family to a higher degree than any previous plastic. However, propionic acid at that time was unavailable in the commercial quantities needed, so Forticel remained a "laboratory" plastic, while intensive research continued both to improve the plastic and to develop a source of the necessary chemicals to produce it.

Early this year, the tremendous Celanese chemical plant near Bishop, Texas, began operations. And among other chemicals produced from abundant natural gas, new processes succeeded in making propionic acid available in substantial quantities.

Now, this new Celanese plastic is possible on a commercial scale and plans call for greatly expanded production over present plant capacity. Manufacturers who have tested it in a variety of products report that Forticel has all the points of a champion.

Celanese* { *TEXTILES* *PLASTICS* *CHEMICALS*

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Washington News . . .

• **Wagner-Ellender-Taft housing bill,** S1592, endorsed by AHEA & most *public* interest groups, has had smooth sailing in Senate banking & currency committee hearings. Though Natl. Assoc. of Real Estate Boards & Natl. Assoc. of Home Builders & some other *special* interest groups spoke against it, it's sure to be reported out favorably. Big fight on bill expected in House, where hearings will open soon in banking & currency committee.

Two provisions to protect the home *owner,* builder's warranty & owner's lapsed payments, new in federal housing legislation, among parts attacked. The warranty would make builder of federally insured homes responsible for any structural defect developing within 18 months after completion. Payments could lapse up to 3 years, if adversity prevented payments, & owner not lose his home. NAREB & NAHB also attacked public housing parts.

• **Officers of AHEA's housing division** & of legislation committee urge all home economists to write their Congressman, ask for copy of bill, study it, then write him as to parts approved, those they'd wish amended. These officers especially urge writing to the following potent members of House committee on banking & currency, whose party, district, & state are given here:

Bruce Spence, D,5, *Ky.*; Paul Brown, D,10, *Ga.*; Wright Patman, D,1, *Tex.*; William B. Barry, D,4, *N. Y.*; Peter A. Quinn, D,26, *N. Y.*; Ralph A. Gamble, R,28, *N. Y.*; Clarence E. Kilburn, R,34, *N. Y.*; A. S. Monroney, D,5, *Okla.*; John H. Folger, D,5, *N. C.*; H. Streett Baldwin, D,2, *Md.*; Brooks Hays, D,5, *Ark.*; Daniel K. Hoch, D,13, *Pa.*; E. Emmert Brumbaugh, R,22, *Pa.*; John C. Kunkel, R,18, *Pa.*; George E. Outland, D,11, *Calif.*; William R. Thom, D,16, *Ohio*; Frederick C. Smith, R,8, *Ohio*; Mrs. Chase Going Woodhouse, D,2, *Conn.*; John J. Riley, D,2, *S. C.*; Albert Rains, D,5, *Ala.*; Merlin Hull, P,9, *Wisc.*; Jesse P. Wolcott, R,7, *Mich.*; Fred L. Crawford, R,8, *Mich.*; Jessie Sumner, R,18, *Ill.*; Henry O. Talle, R,2, *Ia.*; Frank L. Sundstrom, R,11, *N. J.*; Howard H. Buffett, R,2, *Nebr.*

• **In preholiday burst of speed** House extended Second War Powers Act, *but only until July 1.* That is, OPA, CPA (successor of WPB), WFA, & Solid Fuels Admin. can guide our economy through another 6 months of inflationary pressures. In May, groups such as AHEA will again need to urge on Congress another extension.

• **Wilson W. Wyatt,** Dem. mayor of Louisville, Ky., for 4 years, in Dec. became "housing expediter" in Office of War Mobilization & Reconversion. His acceptance of job credited to real interest in public welfare. Has reputation as good organizer, administrator.

To him AHEA sent letter urging shift in policy tentatively announced before his coming: to channel 50% of building materials to constructing homes under $10,000. Stand of AHEA, AAUW, *et al.*: Ceiling should be *$7,500* instead, as tendency is to build *at* ceiling & relatively few families can afford so costly a home; also 75 to 85% of available materials should be channeled into homes.

• **Patman bill,** HR4761, to prevent speculation & excessive profits in sale of housing & to insure reasonably priced real estate for housing was supported by AHEA early in Jan. in House banking & currency committee hearing, with Helen Hostetter presenting statement: that OPA had protected *renters,* but man who must *buy* to get shelter for his family is at mercy of profiteers. Other sections of bill would allocate available materials to low-cost housing field, subsidize construction of new low-cost housing where shortage is acute, set sales price ceilings where undersupply of homes has had inflationary effect.

• **Lateness of your Dec. Journal** caused by delayed arrival of paper—ordered last Aug. by Waverly Press, delivered mid-Dec.!!

VOL. 38, NO. 1 JOURNAL OF HOME ECONOMICS JANUARY 1946

Home Demonstrators in Venezuela

MARY GUNNELL LEWIS

Mrs. Lewis is in an excellent position to interpret Venezuela to us, for she lives in Caracas with her husband, M. R. Lewis, consultant engineer to the government of that nation in the division of irrigation, Ministry of Public Work. She is much interested in inter-American cultural relations and has reported her experiences in various publications.

THE opinion still prevails in many quarters that the underprivileged man is underprivileged because it is not in him to rise to a higher cultural or economic level—a pleasant assumption for those who wish to evade responsibility in the matter.

The work of SCIPA (pronounced see-pah—Servicio Cooperativo Interamericano de Producción de Alimentos) in Montalbán, a high mountain valley of Venezuela, eloquently demonstrates its falsity.

Felix Testifies

Felix Ortega illustrates the point. In his faded work clothes, all he owns, this humble farmer stepped forward last April with unaffected dignity to address a group of neighbors and visitors gathered for a barbecue, and in words moving in their simplicity expressed his gratitude to SCIPA and to Mrs. Josefa Bursian, nutritionist of the Food Mission, and her girls for what they had done in a few short months to make life pleasanter for his family and neighbors.

To those of us who had visited his home earlier in the day, Ortega's words rang true. Perspiring after our trek in the hot sun, we arrived at Montalbán at noon and were refreshed by the juice of oranges and grapefruit, home grown, heaped in golden pyramids on a table beneath a spreading mango tree. As we sucked the fine-flavored nectar we noted appreciatively the orderly one-hectare patch of land, the low thatch-roofed house with shrubs in painted oil cans neatly spaced before it, the small latticed porch with its healthy plants—the tile-roofed, freshly whitewashed privy with its decorative plant shelf and graceful trailing vine.

The family—kindly, gentle folk—welcomed us with shy pride and pointed out the beauties of their renovated home: leveled earth floors; clean, whitewashed walls; a partition constructed by their own hands to provide a second bedroom; windows cut through the thick adobe walls for light and ventilation; homemade beds, dressing tables, a center table, chairs—where no furniture had been before—made of boxes or the bamboo of their hillsides; tasteful print fabrics, handmade ornaments, neatly framed lithographs on the walls—all these inspired and directed by the newly-trained home demonstrators.

As a climax we were shown the kitchen, where the life of the family centers. "Look!" said the friendly wife in her native Spanish. "We ourselves made this." Her pride was justified, for the plate-rack on the wall above the table was well made and most useful.

Before I could express my admiration adequately the bright-eyed twelve-year-old daughter claimed my attention. "But here is a thing to see," she exclaimed, conducting me to a food cabinet on the opposite wall. "Look, the screen keeps the flies away from our food. Flies are very bad. On their little feet they carry sickness. Señora, my father and my little brother made this!"

We inspected the water filter, the towels hanging neatly on their hooks, and then were confronted with the most revolutionary feature of all—the cookstove. Immaculate in its coat of fresh whitewash, this waist high structure of local adobe was designed by Mrs. Bursian and built by the family under the guidance of a home demonstrator. It was a masterpiece, from its oven with neatly hinged door and the large disk of its griddle for *arepa*, the unleavened cornbread that forms so large a part of the diet of the rural family, to the flue to carry off the suffocating smoke.

Rural Transformation

Only one who had seen this house or the thousands of others like it a few months earlier could fully appreciate the transformation. Submerged in their poverty, undernourished, uninstructed in hygiene and sanitation, these patient, hard-working families had lived in dark, airless, dirt-floor huts, cooking their starchy foods over sweltering open hearths, sleeping and loving and dying and giving birth together in one or two rooms where privacy was out of the question.

As I mingled with the holiday crowd, pushing with it to note the progress of the five hogs roasting on the spits and seeing everywhere indications of a new-born pride, I realized what SCIPA offers to rural folk.

And SCIPA Was Born

SCIPA is one of Venezuela's answers to the drastic reduction in her imports brought on by the war. Inevitably, the normal flow of Venezuelan commerce was disturbed as German submarines prowled the seas and the allied nations strained their resources to supply the critical needs of the rapidly expanding armed forces.

The surprising dependence of this richly endowed country on imports may be attributed largely to her retarded agricultural development. Most of the land either is publicly owned or is in huge estates, whose owners are so wealthy that they have little incentive to develop their holdings, especially since living conditions in the interior are not attractive and transportation facilities poor.

When Venezuela decided to step up the production of essential foods, the USA offered expert assistance. Basic agreements were worked out between the Venezuelan Ministry of Agriculture and the Food Supply Division of the Institute of Inter-American Affairs, which set up the Servicio Cooperativo Interamericano de Producción de Alimentos (Cooperative Inter-American Service for Food Production). SCIPA, although it is directed and technically advised by the Food Mission's North American experts, is a Venezuelan organization.

SOS to Home Demonstrators

Montalbán, a typical mountain valley of Venezuela, was selected as one of the experiment and demonstration centers. Building wisely on a foundation of co-operative agreement with interested farmers only, the leaders slowly got the new program under way. But while ditches were being dug, land cleared and drained and terraced, while interests were being pooled to improve livestock and to obtain good seed, SCIPA's technicians became convinced that satisfactory progress in the fields would be impossible until the level of health and comfort in the homes could be elevated. Home economics extension has achieved gratifying results in the USA. Why not in Venezuela?

Already in Caracas a school in the *Servicio de Demostración del Hogar Campesino* (Demonstration Service for the Farm Home) had been functioning for some time under the Ministry of Agriculture with Señora Carmen Carmona at its head. Already nine of its graduates were working in rural areas as home demonstration agents. But to meet the urgent demands of the new program, the course was to be reorganized in line with the newest techniques. For this SCIPA project the North American Food Mission asked Mrs. Josefa Bursian of Puerto Rico to take charge of the school's staff.

Mrs. Bursian had majored in home economics and education in the University of

These home demonstrators are cutting up a hog at Montalbán as part of the field work which topped off their training at the School of the Farm Home

Puerto Rico, from which she received her BS degree. And she had carried on work in nutrition and home management in Puerto Rico—in the department of health at Santurce, in the Agricultural Extension Service in Rio Piedras, and in the Farm Security Administration at San Juan.

Mrs. Bursian, Leader Extraordinary

No one could be better suited to the job than this vital, resourceful, democratic woman, who easily won the support of the Church, whose word is law to the unquestioning farmers. She is endowed with vision, intelligence, courage, and psychological acumen —and anchored in bedrock of sound common sense. She respects the peasantry too much to abet those who would pauperize it, believing firmly in its innate decency and its capacity to raise itself to a higher level, once it is shown the way. Too wise to arouse desires which cannot be satisfied, she points out what can be done with resources at hand.

When she came to Venezuela in August 1944 Mrs. Bursian made a tour of the country, traveling on its difficult roads and trails to see its needs and map out her campaign. She found well-meaning demonstrators, trained in the prewar era, teaching the country women to embroider their pillowslips, oblivious of walls crumbling about their shoulders and unspeakable filth in their huts.

During this trip she picked thirty girls to be trained as the first home demonstrators of the new program—country girls of better than average education but not likely to be attracted by the glitter of Caracas, girls who meant to spend their lives in the interior, and who showed traits of character she considered promising. To make possible their training, seven states awarded scholarships to one girl each and SCIPA itself gave five.

Training the 30 Demonstrators

Mrs. Bursian's hand-picked class began its intensive training at *Hogar Campesino* on November 2, 1944. The highly practical course emphasized means for improvement of the deplorable rural conditions of health, sanitation, and nutrition. In their nutrition

studies the girls were warned to make no effort to eliminate the peasants' standby, the heavy *arepa*, but rather to increase its palatability and nutritional value by the addition of available varieties of flour, which they were taught to make of the country's products—the banana and the sweet potato.

Corn flour, already ground, also was used in the kitchen laboratory. Here the girls tried out familiar country dishes, adding green and yellow vegetables to increase their nutritional value and at the same time to develop in the people a taste for garden foods. They learned how to prepare jams, cure bacon, handle sausages and meat. They had practice in fish-salting and other dehydrating methods.

In the nutrition classes, they studied practical food preparation; they bought foods in the market and cooked meals for families of five; they collected and mimeographed typical Venezuelan recipes for use in the field. They discussed the country's nutrition problems and made posters listing available material, menus, and ways of achieving balanced diets.

Last March, on Mrs. Bursian's saint's day, the girls surprised her with a luncheon they themselves had prepared—a gratifying demonstration of improvement in their work.

The theoretical side of nutrition, in which a few of the girls became much interested, was directed by Dr. J. M. Bengoa, medical consultant of the division of nutrition in the Ministry of Sanitation and Social Assistance. Segundo Vicente, MD, of the Inter-American Co-operative Health Service conducted the classes in health and sanitation, which were supplemented by Mrs. Bursian's educational films and other practical devices.

In these classes, the girls were given useful information on microbes and parasites, on diseases common in Venezuela, and on care of the sick.

The future demonstrators were taught, too, to do plain sewing, to take measurements and cut patterns, and to convert old garments into new. Each cut out and completed for herself a uniform, with white blouses to insure freshness, and a pair of slacks for field work and horseback riding.

In a country where old handicrafts have been lost and the new are still crude, the class in art and design was considered of sufficient importance to warrant securing the services of an artist. In it the girls made attractive sackcloth sewing bags, including the wooden handles, and decorated them in their own designs with native fibers colored with dyes extracted from native plants. Each girl made, also, a matching belt and pocketbook of fibers of cocuiza and of date and moriche palm. The class mounted pictures and framed them neatly with bamboo, and they made of native materials lamps, trays, and other useful articles for the home.

In their class in home equipment these versatile young women learned to make chairs of bamboo cured with paris green to prevent insect damage, and to build furniture from boxes and barrels. They constructed a model cookstove and chimney of adobe, with space to pile firewood beneath; and they made a barrel smokehouse for hams and other meats.

They visited a small pottery works with equipment so simple that they could duplicate it, clay-baking oven and all.

And since the promotion of kitchen gardens would claim a large share of their time, the future demonstrators received instruction in gardening from Dr. Juan Eguiraun, professor of agronomy at the University of Agriculture. And on a plot of good land near the school they made seed beds and did transplanting.

On their last day of classwork in April the twenty-seven young women who completed the course presented a style show in the lovely old colonial building of the Venezuelan-American Cultural Center. The attractive dresses modeled by the glowing girls were made of used garments, men's included, or of appropriate inexpensive materials.

While this class in Caracas was developing its various skills, Mrs. Bursian every week end was making a round trip to Montalbán, 300 miles away to direct José Miralles and Mercedes D'Sola, the SCIPA agricultural and home demonstration agents appointed

when the extension program was initiated early in November.

Field Work in Montalbán

Thanks to the foundation work of SCIPA and *Fomento Agricola* (Agricultural Extension Service) in 1944 the new leaders found their task somewhat simplified when they took it up last May. Some vegetables were already growing and a few latrines had been installed, one at a rural school. Some 5-V clubs were already organized among the school children —the five V's signifying valor, vigor, verdad (truth), verguenza (modesty), and Venezuela.

Mrs. Bursian launched her campaign in the Montalbán Valley with characteristic vigor. At her suggestion Miss D'Sola, Mrs. Bursian's Venezuelan assistant who directed the work of the Valley, extended her visits beyond the center of population to other farm families, who were eager for the technical aid now offered their districts.

She appointed committees to clean up towns and plazas at times of local fiestas when the rural folk had a special incentive for their effort. The citizens of a small town near Montalbán, observing its improved appearance after the cleanup, asked the president of the state of Carabobo for the help of the new agency in organizing the festivals in their community. The leaven was working.

The farmers, naturally, did not accept all the innovations of the new program. It takes time to change the habits of generations, and SCIPA's workers were too realistic to expect miracles. Envy and emulation were forces which helped to popularize combed hair, clean teeth, neat clothes, and air in the home. The demonstrator's ingenuity was tested as she visited the rural homes of prospective 5-V girls to present her program of health and sanitation in a form to capture their interest, then that of their mothers, and eventually of the farmer-fathers.

Thus the community, through direct assistance and public demonstrations, was already becoming aware of a pleasanter way of life within its grasp when Mrs. Bursian's class came on April 21 for the intensive two-week field course, which would conclude their training. A number of kitchen gardens had been started, and work with crops and livestock was making notable progress.

Others came as well for this course—the ten home demonstration agents already working in the different states and the teachers who had had no opportunity for practical field experience. All were housed in the home of a friendly Montalbán woman. Mrs. Bursian and Miss D'Sola helped their hostess install an adobe cookstove and other conveniences in her kitchen, a family and a guest latrine, and a shower whose simple construction occurred to Mrs. Bursian in a flash of inspiration.

Gala Day

The Sunday of April 22 was a gala day in Montalbán. Farmers and townspeople and outsiders gathered in the school patio to welcome the extension workers. The community priest was there, the principal, and the president of the state of Carabobo himself, each of whom made welcoming addresses. Promptly committees were appointed. The field course had begun.

Since climate and water supply were especially favorable in this valley, SCIPA decided to encourage year-round gardens. For the inevitable times of surplus, however, the field class was carefully instructed in the technique of canning. Their principle was: whenever there is surplus there must be canning.

Meanwhile a wide variety of classes and demonstrations provided the youthful demonstrators with practical experience. Directed by Mrs. Bursian, they helped the women to acquire and adapt patterns and to remodel dresses; they did valiant work in the gardens, applied the principles of health and sanitation in the homes; organized for family groups fairs, field days, educational tours, and demonstrations. They got out their own breezy news sheet whose comment aroused wide community interest.

Invariably as she supervised their work,

Mrs. Bursian saw to it that methods were adapted to the needs and resources of individual farms and families. She advised the demonstrators to encourage home handicrafts as a source of added income—the woolen *cobijas* always would sell as rugs or blankets —to develop community recreational activities, and to seek and encourage creative ability.

Sunday's Grand Finale

The field course reached its climax on the Sunday of May 6, when officials of SCIPA, the Food Mission, and the Ministry came to review their achievement. They arrived on Saturday, and wives and women guests were housed with the students. Though offered freshly made-up cots, they elected to sleep in their *chinchorros* or wide hammocks.

A varied meal, prepared from local products, was served by the girls and their hostess. Apparently no vegetable was missing from the savory thick soup. Innocently inquiring the name of an ingredient, I was treated to an earnest discourse on calories and vitamins.

The tender green beans were pleasantly seasoned with a sourish sauce, and inevitably there was *arepa*. There were light, crusty rolls fresh from the oven; small portions of the once-scorned liver; *hallacas*, the national fiesta dish, neatly encased in banana leaves; and stuffed sausages. For dessert we had home-grown bananas and oranges, coffee sweetened with the mineral-rich brown sugar, and a delicious *dulce*, much like our cream fudge.

Later we crossed the plaza to the schoolhouse, where, in the patio beneath the stars, we enjoyed a program of songs, recitations, and original plays, presented by the field-course students, and the *joropo*, a spirited national dance. Some of us remained to look on while the boys and girls danced in the shadowy corridors to the distinctive music of the native orchestra.

After three hours of sleep, refreshing in spite of the clamor of toads, the crowing of cocks, and the haunting notes of a serenade, the patio came to life when villagers called for the five hogs, dressed and waiting on a table, to start them broiling for the barbecue. Then Mrs. Bursian—one wondered if the woman ever slept!—came to us in our hammocks with coffee, steaming hot.

At seven we joined the procession headed for mass, at which the old priest in his dingy lace-trimmed surplice thanked Mrs. Bursian and her girls for their good work in the Valley and for the surprise gift of money that had come to his church from last night's entertainment. Josefa Bursian, seized with one of her inspirations, had decided to charge a *bolivar* admission for what had been intended as a free performance. The unexpected wealth she presented, in the name of SCIPA, to the priest for a much-needed roof for his church.

After a hearty and well-cooked breakfast we went to inspect the attractively displayed exhibit of the handiwork of the young demonstrators. These young women made charming hostesses, and even though some would doubtless marry soon they would be invaluable to their communities through example and neighborly assistance.

The high light of the day, unquestionably, was the tour of the village to visit the erstwhile miserable, squalid huts, converted now into pleasant, livable homes. Joint hostesses welcomed us to each dwelling, the family and the young demonstrator who had assisted with that house, vying with each other to display the improvements. Walking from one neat tract to another, chatting with the friendly, modest men and women, I was impressed by the dignity and new-born pride of these householders.

"But will it last?" someone asks. Surely nobody is so naïve as to believe that this first enthusiasm will continue at high pitch. The bright cleanliness and order will suffer lapses. But even so, there is evidence of a changed outlook in the valley, a realization that through concerted effort, families can secure better living conditions for all. The work of SCIPA and of Josefa Bursian and her home demonstrators points the way to happier, healthier, and less impoverished lives for the families of Venezuela's interior.

Procedures Which Reduce Food Costs

SALLY JARRARD

This is the second article Miss Jarrard has contributed to the Journal on procedures for controlling food costs, the other having appeared in our December issue. She has had wide experience in institution management and is now director of the food and beverage department of Harris, Kerr, Forster & Company, San Francisco hotel accountants and consultants.

RAW food cost is the main element of restaurant expenditure. The problem of keeping food costs in correct ratio to income, then, is one no restaurant operator can afford to leave to chance.

Local conditions and the type of service offered dictate the portion of income which should be spent for food.

The cost of food per dollar sale in middle-class or smart city restaurants, in hotel dining rooms and coffee shops, in college residence halls and tea rooms varies with volume of sales, geographical location, labor costs, type of menu, cost of surroundings. Therefore, it is impossible to set forth a range of cost of sales which would apply to any one group of establishments. One type of tea room, for example, might make a profit with a food cost of 50 per cent of sales, while another tea room with high labor costs would show a loss with a food cost of 40 per cent of sales.

After the desired food cost figure has been established the three chief factors which affect food control are menu construction and pricing, purchasing, and food preparation.

The methods for controlling these factors, and through them food costs, may be simple or complex depending upon how detailed is the information required. Those responsible for maintaining food control should clearly understand these determining factors in order that practical procedures of control may be followed. The size and type of restaurant determine the extent of records which should be kept for the control of these factors.

The menu should be planned to produce the greatest potential gross profit consistent with the policies of the business. It should offer the patron the kind of food he wants for the price he is willing to pay. His willingness to pay obviously will depend upon his satisfaction with what he receives and the price he would have to pay elsewhere.

Custom and the need for variety sometimes make it impossible to offer only those dishes which conform to the desired food cost figure. The menu maker, therefore, must select and combine on the menu food offerings which will produce the desired *average* cost.

A periodic analysis of restaurant sales serves as a guide to selection of popular items.

A "menu frequency chart," set up for a given period with headings for menu offerings, date served, and total number of portions served, is a simple means of determining what pleases the patrons and of reducing costs by gearing production to potential sales.

For cost control, a restaurant must sell all the food that is prepared each day or else throw away the day's profits through leftovers and waste. Careful analysis of sales can reduce to a minimum uncalled-for selections and wasteful variety. Advantageous use of leftovers and of by-products will lower costs still further; for example, using cauliflower leaves for greens, chicken fat for soup stock and sauces.

A menu maker who keeps posted as to tastes of the "eating public" can meet the demands for satisfactory gross profit with the right selection. *Menus which meet these conditions most successfully are the ones which combine à la carte and table d'hôte service, where the entree determines the price of the entire meal.*

Menu Pricing

When priced correctly the combined type of menu will spread the range of prices available to the patron without reducing the average check. *There is a tendency in pricing menus with combined table d'hôte and à la carte service to allow too much disparity between prices of the two types.* A la carte prices for the component parts of the meal should exceed the price for the entire meal, but if they are priced out of proportion to the price of the meal they bring dissatisfaction.

Daily printing of menus affords the best guarantee for pricing according to costs and for correcting mistakes. *Menu pricing and selection are unsound if the average sales check falls below the middle line of the menu price range.*

Prices in most restaurants have long been regulated on the basis of custom rather than on the cost of food sold. When increase in costs makes it necessary to advance prices, the increase in price of meals or items can be made acceptable by offering unusual food and service, or by rearranging the menu setup to create a demand for items which can be sold at a suitable profit.

Menus which list only high-cost, large-portion items, for example, may be adjusted to meet a rise in costs by substituting satisfying combinations, using smaller portions, such as a mixed grill of ham, sausage, pineapple, tomato, priced at $1, for a thick ham steak with potato, priced at $1.40. New menu offerings such as budget meals, low-calorie-meal combinations, and dishes and meals with accent on good nutrition, may be priced according to cost without reference to custom.

Menu pricing under Office of Price Administration regulations is not consistent with the established practices of pricing for restaurant sales because it is set up without consideration of a fluctuating market. When price controls are no longer necessary the restaurant operator will be confronted with a new set of conditions upon which to base his menu prices. He will then turn to former merchandising practices, in which the selling price will be established to allow a fair markup over the actual or budgeted cost figure.

The amount of markup which the restaurant operator may add to the cost of menu items depends upon the demand for, and actual cost of, those items. Contrary to the accepted pricing principle of providing greater markups for higher cost items, because of demand and its advertising value *higher cost items on the menu often require a lower markup.*

In order to replace expensive but non-profitable menu offerings with popular and profitable ones, the menu maker must continually break down sales resistance by creating menus with attractive combinations and descriptions.

A popular menu item, such as chicken fricassee, with an estimated food cost of 30 cents per portion, priced at $1 could be replaced by an equally popular item, chicken pie, with an estimated cost of 16 cents per

DAILY QUOTATION AND ORDER SHEET

Name _____ Date _____

ITEM	REQUIREMENTS		1		2		3		4	
	Quantity	Unit	Dealer	Quote	Dealer	Quote	Dealer	Quote	Dealer	Quote
Apples—Baking Rome Beauty	1	Box		$4.03		$4.05		$4.00		$4.10
Grapefruit—64's Arizona	1	Case		$5.25		$5.30		$5.35		$5.20

Signed _____

portion and priced at 85 cents, which would allow for a greater markup.

Food Purchasing

The buyer, if he is to do his part in the control of food cost, must conform to the three chief principles of buying: stipulate specifications which reconcile daily requisition requirements with specifications of the purveyor; standardize products as to weights and measures for preparation; and maintain integrity in dealing with purveyors and demand the same integrity of them.

well follow the lead of well-known bakeries, confectioners, and food processing firms by establishing procedures of preparation which insure uniformity of products as a means of regulating costs.

The use of a formula control system which is geared to the menu offering, purchasing, and kitchen equipment will reduce to the minimum trial and error in preparation. Recipe cards of the type outlined here are especially helpful in determining portion costs on prepared entrees, bakery goods, and desserts. On the back of this card may be

FORMULA CARD

Bran Muffins

INGREDIENTS	AMOUNT	WEIGHT	UNIT COST	TOTAL COST
Flour, all purpose		2 lb	$0.04 per lb	$0.08
Bran		14 oz	.02 per lb	.018
Baking powder		¾ oz	.35 per lb	.262
Salt		1 oz	.065 per lb	.004
Sugar		8 oz	.06 per lb	.03
Eggs	4		.54 per doz	.18
Molasses	3 c		.825 per gal	.154
Sour milk	1½ qt		.10 per qt	.15
Soda	2 Tbsp		.04 per c	.005
Melted fat		6 oz	.188 per lb	.071
Total				$0.954

Directions:

Total weight: 8 lb, 15 oz
Yield: 6 dozen muffins, approximately 2 oz each
Standard portion: 2 muffins per person
Cost per portion: $0.03.

The successful buyer takes advantage of competition in order to stabilize prices and quality. He will not buy unknown brands for bargain prices.

On the daily quotation and order sheet outlined beyond the buyer can list requirements and purveyors' price quotations. The lowest price quotation for equal quality should be circled as a record of control for daily purchases.

Food preparation should not be left to guesswork. The restaurant operator could

recorded the dates the item was served and the number of sales, as taken from the menu frequency chart mentioned before.

Receiving Food Purchases

A person who is familiar with standards of weights and measures as well as with the standards of quality for all types of commodities should receive the food stuffs. For airtight control, receiving records should be made by the receiving clerk without reference to the invoice. This receiving record should

then be checked against the invoice by the auditor or manager. Both receiving record and invoice should include the following information: name and specification of product, unit of weight or measure, cost per unit, and total amounts delivered.

portion specification cards, for groups or individual food commodities such as dairy products, meat, fish, poultry, fruits and vegetables, groceries.

The information kept on this type of card as outlined below may help to determine

RECEIVING SHEET

Date ——————

QUANTITY	UNIT	NAME AND DETAILS‡	UNIT PRICE	AMOUNT		DISTRIBUTION			
				Extensions	Total	Food direct to kitchen	Food to storeroom	Supplies	Sundries
Totals									

Receiving Clerk——————

PORTION SPECIFICATION CARD

Poultry

No. 1

DATE	ITEM	PURCHASE UNIT	SPECIFICATIONS	POUNDS OR NUMBER PER UNIT	SERVING PORTION BEFORE COOKING		CURRENT PRICE PER UNIT (PER POUND)	COST PER SERVING	
					A la Carte	Table d'Hôte		A la Carte	Table d'Hôte
12/1	Turkey	One	Old Tom	16 lb	16 oz	13 oz	$0.40	$0.40	$0.325

Issuing supplies to preparation and service centers should be recorded as an additional check on food sold. Requisitions for supplies are usually made up by the person in charge of the center and should be based upon formula specification and anticipated sales.

Receiving and issuing records have a valuable part in the control of food costs. The simplified receiving form outlined below provides a separate listing for purchases going directly to the kitchen and those going into the storeroom.

The size of portions and ingredient specifications are important factors in food preparation if records of cost are complete. Portion standards may be established through use of quantities and order specifications for daily storeroom requisitions, thereby establishing standards to conform to the cost figure.

Need for Food Control System

Cost control systems would not be needed if, after the menu was made and priced to produce the desired gross profit, the buyer selected the right quantity for the day's business and the right quality products for the cost figure, and if the chef maintained standards of preparation in the right quantities and portions. In the absence of such ideal conditions, however, some form of cost control is essential for information and guidance in operation and for correction of costly errors.

Postwar Equipment[1]

ARNOLD E. BARAGAR

Mr. Baragar is associate home economist in household equipment at the University of Nebraska. He has long been closely associated with manufacturers of home equipment, especially those making stoves. During the war he was in the standards division, Office of Price Administration, formulating standards for ice refrigerators for the War Production Board. He was on the national research committee of the Bureau of Home Economics for years and is now a member of the Journal's advisory board.

THROUGHOUT the United States, women from every income group are anxiously waiting for the new refrigerators, the new stoves, the new pressure cookers, the new washing machines, the new irons, and countless others of the promised new appliances.

What will they find when household equipment is again in stock? Who will be buying it and when? What sort of equipment can be expected? Will it meet women's expectations? *Are home economists prepared to give the guidance so urgently needed for wise selection of this new equipment?* These are some of the questions which arise.

Appliances Now on the Market

Appliances available now are very much like prewar models and will continue to be so for some months to come. This is evident from various statements of manufacturers and from illustrations shown in recent magazines.

There are sound reasons for this. The tremendous market for appliances must be satisfied as soon as possible. During the war many appliances have either worn out or else are in such bad condition as to be scarcely usable. These must be replaced with new ones. Also, those people who established homes during the war need appliances hitherto unobtainable. Finally, there are those who until now have never had enough money to purchase needed equipment.

To realize the extent of this market, it is necessary only to review some of the recent surveys. A particularly interesting one was that conducted by *Printers' Ink* and reported in the August 3 and 17, 1945, issues of that publication under the headings "Demand for consumer goods mounts despite reconversion sag" and "Buying intentions by income groups." Not only did this survey predict the size of the market but it divided the purchasers according to economic class. Their data, with some additions, are shown in tables 1 and 2. Besides indicating the anticipated demand for appliances, these data show the class of appliances which is needed most urgently and immediately—laundry equipment.

Appliances which are most needed will be purchased as soon as they appear. Yet this survey indicates that in general only about 40 per cent of those who intend to buy will purchase equipment "as soon as possible." That is to say, *for most appliances the early demand will be brisk but not overwhelming.*

Manufacturers can furnish these appliances more speedily by using their prewar machinery, thus eliminating the time which would be needed for retooling if new designs and improvements were first undertaken. Also, by initiating civilian production immediately, the reconversion period of unemployment will be shortened, a factor which should work to the economic advantage of both producer and consumer. Most of the prewar appliances made by reputable manufacturers were satisfactory as regards mechanical and/or electrical per-

[1] Published with the permission of the director as Paper No. 388 Journal Series, Nebraska Agricultural Experiment Station.

TABLE 1

Percentage of 1,022 respondents who will purchase equipment

EQUIPMENT	PERCENTAGE OF 1,022 RESPONDENTS WHO WILL PURCHASE			ESTIMATED PURCHASES BASED ON THE REPORTED PERCENTAGES AS APPLIED TO THE PROSPECTIVE MARKET OF 20,000,000 FAMILIES		
	As Soon as Available	When New Models Are Offered	Total	As Soon as Available	When New Models Are Offered	Total
	per cent	*per cent*	*per cent*	*number*	*number*	*number*
Electric refrigerator	13.3	22.2	35.5	2,660,000	4,440,000	7,100,000
Automobile	10.4	21.7	32.1	2,080,000	4,340,000	6,420,000
Washing machine	17.9	12.7	30.6	3,580,000	2,540,000	6,120,000
Toaster	16.5	13.1	29.6	3,300,000	2,620,000	5,920,000
Vacuum cleaner	11.0	12.0	23.0	2,200,000	2,400,000	4,600,000
Radio receiver	8.9	13.1	22.0	1,780,000	2,620,000	4,400,000
Electric iron	14.0	7.3	21.3	2,800,000	1,460,000	4,260,000
Television receiver	2.9	16.1	19.0	580,000	3,220,000	3,800,000
Gas range	8.5	6.9	15.4	1,700,000	1,380,000	3,080,000
Pressure cooker	5.8	7.7	13.5	1,160,000	1,540,000	2,700,000
Home freezer	2.5	9.7	12.2	500,000	1,940,000	2,440,000
Electric range	3.7	7.4	11.1	740,000	1,480,000	2,220,000
Percolator	3.4	6.5	9.9	680,000	1,300,000	1,980,000
Ironing machine	3.7	2.5	6.2	740,000	500,000	1,240,000
Dishwasher	2.0	3.8	5.8	400,000	760,000	1,160,000
FM receiver	1.0	4.5	5.5	200,000	900,000	1,100,000
Gas refrigerator	1.8	3.3	5.1	360,000	660,000	1,020,000

TABLE 2

Percentage of 1,022 respondents who will purchase, grouped according to economic class and those who will purchase as soon as equipment is available

EQUIPMENT	PERCENTAGE WHO WILL BUY, GROUPED ACCORDING TO ECONOMIC CLASS				PERCENTAGE OF THOSE BUYING WHO WILL PURCHASE AS SOON AS AVAILABLE
	Prosperous	Comfortable	Getting by	Poor	
	per cent	*per cent*	*per cent*	*per cent*	*per cent*
Electric refrigerator	27.0	31.9	34.2	40.0	37.5
Automobile	49.7	34.0	27.8	8.7	32.4
Washing machine	25.7	29.9	27.5	31.2	58.4
Toaster	27.0	28.6	30.9	19.0	55.8
Vacuum cleaner	22.8	24.2	23.4	9.2	47.8
Radio receiver	15.6	18.9	23.5	21.9	40.4
Electric iron	21.6	19.5	19.4	20.2	65.7
Television receiver	30.5	18.5	15.4	8.7	15.3
Gas range	9.2	12.5	18.1	15.0	55.2
Pressure cooker	13.8	14.0	13.7	5.8	43.0
Home freezer	28.7	12.5	6.7	2.3	20.5
Electric range	14.9	11.4	8.8	6.3	33.3
Percolator	12.0	10.0	8.6	6.4	34.4
Ironing machine	7.8	5.8	5.4	4.6	59.6
Dishwasher	13.2	6.2	3.2	0.6	34.4
FM receiver	12.6	6.0	2.7	1.2	18.2
Gas refrigerator	5.4	5.0	5.1	2.9	35.3

formance and were durable and safe. *If the consumer selects his purchases carefully*, he can expect to obtain as good a product now as before the war. Guidance for selection is given in publications such as those listed at the end of this article.

Nearly everyone realizes the importance of purchasing equipment made by reputable manufacturers and sold by reputable dealers. Anyone who has needed parts and service during the war can verify the importance of this. We should expect that many new untried appliances, for which much is promised, will be introduced during the reconversion period and people should be cautioned to use extreme care in their selection.

They should consider whether the appliance has been thoroughly tested; whether it has been approved by a laboratory such as that of the American Gas Association for gas appliances; whether the manufacturing company is large enough to withstand the keen competition that will exist for the next few years, thus making repair parts available five or ten years hence. During the war many people have learned by sad experience the difficulty encountered when they owned an "orphaned appliance."

Who Should Buy Now?

Besides being ready to give information on how to buy and on what will be available, the practicing home economist should be ready to give counsel on *when* to buy and suggestions as to *who* should buy.

Let us consider for a moment the 40 per cent who intend to buy "as soon as possible." Undoubtedly many in this group intend to purchase now just because for the first time they have money to obtain things they have desired for years. In all probability their present equipment is still usable though not highly desirable.

We should discourage these people from buying now for the simple reason that for the next few months and possibly for the next year there is not going to be enough equipment for everyone who desires it.

Though on paper the prospect looks bright, much equipment is still earmarked for government use. Hence, if a spiraling inflation is to be prevented, there must be voluntary rationing among consumers. This would necessarily leave the first appliances which appear for those who have none and must have them for food preparation and preservation, laundering, and cleaning, and for those who must replace worn-out equipment.

To quote from the September 1945 issue of *Consumers' Guide*, "The watchword for the rest of 1945 and 1946 is still: Conserve what you have—buy only what you need."

Equipment of the Future

What will the future appliances be like? Despite some of the glowing accounts seen in print and heard over the radio about the kitchen and laundry room to come, it cannot be stated at this time what design changes are to be made in appliances.

Naturally change may be expected in both mechanical and electrical performance partly due to improvements achieved during the production of war equipment. The nature of these changes cannot be predicted, however, because manufacturers are not ready to divulge such trade secrets. Since it is not possible to predict *what* the new appliances will be, let us consider what we *want* them to be.

The equipment conference held at Cornell University in January 1945 was a big step forward in considering new equipment and the relation between manufacturers and home economists. Although this conference was related only to the home economist in household equipment, the problem is sufficiently important that all home economists should aid in its solution.

Earl C McCracken made two statements pertinent to the problem in his brief report of this conference in the April 1945 issue of the JOURNAL OF HOME ECONOMICS. The first deals with the broader view of the performance of equipment: "Their (the conferees') slogan was 'The Woman and the Stove' or considera-

tion of the user in the performance of equipment as well as continuance of high mechanical efficiency." The second deals with the role of all home economists: "Therein lies one of the jobs for the home economist: to educate the homemaker so that she knows that the product of new design will better serve her needs."

Let us consider more fully these statements with reference to future equipment.

Shortcomings of Irons, Stoves . . .

An appliance considered by itself may be very efficient, durable, and safe; but when considered in terms of the woman who uses it, its performance may be poor. Take for example the seemingly simple electric iron. Is it balanced properly and is the handle shaped so that it can be used with the minimum of fatigue? What about the location of the cord? For a left-handed person, the cord attached to the present iron is always in the way. Then, too, why not make the cord so that the slack is always taken up during ironing?

What are some of the faults of our stoves? Why must all stoves be the same height? Women aren't the same height. Pity the short woman who can't see what is in the pans on the cooking top and who runs the hazard of burns when she reaches for pans on the back of the stove. Why not have stoves of adjustable height?

Speaking of cooking tops, are the units arranged to the best advantage for easy operation? Are they spaced far enough apart to accommodate the pots ordinarily used? What kind of cooking top would women like to have?

Consider also cleaning the stove—a daily chore that becomes drudgery after the novelty of having a new stove has worn off. What can be done to make this task easier?

Do women like to stoop to see into the oven of present-day stoves? For easier operation the oven should be higher. Then that broiler —every time it is used a woman must stoop or get on her knees to use it. Now that you have begun to think about it, you can list your own pet peeves for these and other equipment!

It is obvious that if there is to be improved postwar equipment, the designs for it must be considered in terms of the user. Of course, this is not a new idea, but what we must do is to get the wants and needs of the homemaker into the hands of the designer of the new products.

This naturally leads to the question: What does a woman want? This question we will have to counter with a further question: Does she really know what she wants? In most cases, she probably does not. Since most women have used only one type of equipment they do not have the experience required to judge other types of the same class. This is one of the factors that inevitably limit the value of questionnaires which such women answer.

Home-Economist-Aides to Designers

Home economists are in a better position than the housewife to help design new equipment because in the course of teaching foods and home management classes, both high school and college, or in other professional work they have used and observed the performance of many types of appliances. The experience they have gained is invaluable and should be passed on to the designer of these new appliances.

As Dr. McCracken pointed out, home economists have the educational job of making the homemaker realize that these new appliances are really labor savers and that they will help lighten her tasks, whether cooking, or cleaning, or laundering.

Manufacturers have asked for and are eager to receive more information regarding research along functional lines. True enough, some of the ideas evolved in a home economics class or laboratory may not be economically feasible for mass production; but those which are, will be enthusiastically welcomed.

Now is the time for all home economists to think seriously about the new postwar appliances, to marshal their ideas and get them to the designers before the new dies and tools are made.

Home economists should not leave themselves open to the criticism that manufacturers

so often make—that our efforts and ideas are "too little and too late."

Why not send your ideas now to Henrietta M. Thompson, University of Alabama, chairman of the AHEA's consumer interests committee, or to Elaine Knowles, Teachers College, Columbia University, chairman of the equipment section of the AHEA's Consumer Speaks project? Or send them to me and I'll be glad to pass them on to the manufacturers.

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Dividends from Public Housing

In comparing the (housing) projects with the wards, we pointed out that the housing situation in the wards was, on the whole, superior to the type of housing from which the project residents came. Consequently . . . results will be biased in favor of the wards. . . .

[Yet] each year in the housing projects, 2.9 out of every 1,000 persons 15 to 40 contracted tuberculosis compared to 5.8 of every 1,000 persons in the wards. . . . If the infant mortality rate in the wards had been as low as that in the projects for the two years, there would have been 41 infant deaths per year, instead of 50, in the three wards studied . . . the juvenile delinquency rate was lower in the projects. . . . If the *city* had had the same rate of fires as the projects in 1942 there would have been 291 fires instead of 1,253 . . . the saving at an estimated $600 per fire call would have been about $574,200. This sum refers only to the cost of responding to fires and does not take into account the losses in life and property. . . .

Many people are still apt to look on good housing in merely mechanical terms of better structures, hot and cold water, refrigeration, etc. . . . The social scientist sees good housing in terms of the kind of human relationships to which it is conducive. Bad housing—its squalor, health hazards, and lack of privacy—directly influences the texture of moral and social life. It is this, as well as the physical well-being of man, that makes the problem of good housing of vital importance to every community.—A Study of the Social Effects of Public Housing in Newark, N. J., conducted by Dr. Jay Rumney, Professor of Sociology, University of Newark, and Sara Shuman, M.A.

Educational Qualifications of Nutritionists in Health Agencies

This proposed report, submitted by the committee on professional education of the American Public Health Association, is being published simultaneously in the Journals of the APHA, the American Dietetic Association, and the AHEA.

Before this report is transmitted to the governing council of the APHA for final approval it must be published to permit members and fellows of that Association to review and criticize it.

This report is a revision of the Report on the Educational Qualifications of Nutritionists in Health Agencies approved by the governing council of APHA on October 13, 1941, and is intended to supersede it. Like all other statements of the committee on professional education it will be subject to periodic revision after it is approved, in order that it may be kept abreast of the best thought of workers in the field.

I. *General Scope of the Field*

IN VIEW of the great advance in the science of nutrition and the realization on the part of public health workers that proper nutrition of individuals plays an important part in maintaining well-being, there is an increasing demand for properly trained workers to carry on nutrition programs in the field of public health.

The past few years have seen a marked increase in the employment of nutritionists by public health agencies, both official and voluntary. The same period has marked the beginning of research in nutritional status and food consumption as a function of public health agencies and also of nutrition service as an aspect of industrial hygiene.

Many official public health agencies are charged with responsibility for institutional care of fairly large numbers of people, notably in tuberculosis sanatoria and in hospitals and wards for the care of crippled children. In these institutions, the dietary department requires competent supervision both because diet is such an important aspect of treatment and also because food is likely to be one of the major items in the budget.

It is estimated that there are at least 400 public health nutritionists at work at the present time. Official public health agencies (state, county, and city) undoubtedly lead in the employment of nutritionists, with the American National Red Cross and its local chapters in second place. Among other health agencies maintaining nutrition service are: visiting nurse associations, community health councils, and tuberculosis associations. Although the war has given impetus to the public health nutrition movement, very few agencies would seem to have built up such large staffs as to point to marked retrenchment with the return to peacetime health programs.

Because of the developments listed above, public health agencies are seeking not only more nutritionists but nutritionists capable of performing specialized functions and of supervising the services of staff workers in positions of lesser responsibility. The original report on Educational Qualifications of Nutritionists in Health Agencies (approved by the Governing Council of the American Public Health Association, October 13, 1941) covered only the type of position most common at that time, namely that of a consultant who works under the administrative direction of a major division of the health agency and who is largely responsible for the technical content of her program.

The report has been widely used by (1) colleges and universities training nutritionists and those arranging public health nutrition curricula; (2) administrators of civil service and merit systems; (3) employers selecting nutritionists; and (4) individuals preparing themselves for service in this field or arranging additional preparation for themselves or their staff.

Although the recommendations have proved helpful, their limitations have become increasingly evident. The subcommittee is agreed that the time has come to act on the implied promise in the footnote to the original report: "This report, like all other statements of the Association on professional and technical qualifications in public health, is subject to periodic revision in order that it may be kept abreast of the best thought."

The recommendations that follow cover the principal types of nutrition positions in the field of public health at the present time. It is impracticable to insist that all present incumbents comply with these requirements; they are recommended for application to candidates applying for appointment.

II. *Statement of Functions*

A. The nutritionist in a public health agency is a qualified professionally trained person who directs or carries on a program of activities dealing with the application of the scientific knowledge of nutrition to the promotion of positive health, the prevention of ill health, and the dietary control of disease. The nutrition program of a health agency is directed toward strengthening the service that the agency is rendering in determining the health status of the population served, in dealing with the causes of ill health, in caring for the sick entrusted to its care, and in promoting well-being among groups and individuals through better food practices.

The functions of a highly organized nutrition service of a large health agency will include most, if not all, of the following activities. In smaller health agencies the range of functions will be narrower.

1. *Organizing and carrying out a program to*
   a. Control dietary deficiency diseases through determining their prevalence and distribution and, if they are found to constitute a public health problem of some magnitude, by conducting or participating in clinics for their diagnosis and treatment.
   b. Prevent dietary deficiencies and promote health through encouraging wise production or selection and proper processing, preparation, and use of the foods necessary for optimum nutrition. Such programs frequently call for co-operation between the health agency and agencies and organizations in the fields of agriculture, education, welfare, industry, medicine, nursing, and dentistry.
2. *Studies and surveys*
   a. On prevailing food practices of the population of a given area or of special groups, such as school children, industrial workers
   b. On cost, availability, and use of foods needed to furnish an adequate dietary, these to be used as guides for setting up nutrition programs
   c. On the nutritional status with respect to certain factors of the population of a given area or special groups, such as residents of a home for the aged
   d. On the effect on nutritional status of modifications in the diet
   e. On the effectiveness of nutrition programs in improving food supplies and practices
3. *Preparation and assembling of materials* for nutrition education and reviewing the nutrition content of all educational materials prepared or distributed by the agency
4. *Professional education.* Participation in the field training of public health students and in the orientation and in-service training of the staff of the health agency
   a. Imparting to public health workers and allied personnel a working knowledge of human food needs, nutritive values of foods, and methods of improving nutritional status in co-operation with whatever specialized personnel in nutrition may be available in the area served
   b. Participation in the pre-service and in-service training of nutritionists and of workers in related fields, such as educators, social workers, managers of food service in schools, child care centers, or institutions

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5. *Consultation services for workers in health or allied agencies* in regard to nutritional needs and dietary practices of individuals, families, institutional and industrial groups, or a cross section of the population of a given area, with the object of planning ways of meeting these needs and improving practices within the resources—actual or potential—of the individuals or groups under consideration
6. *Individual and group instruction of adults and children* on food, nutrition, and budgeting in connection with health conferences or clinics or with the educational or service program of the health agency in schools or the agency's program of community education
7. *Compilation and, if necessary, preparation of nutritionally adequate food market orders, menu plans, and recipes*, adjusted to various cost levels, to racial, religious, or regional food practices, and to individuals in unusual circumstances, such as night shift workers or persons living outside of family groups; similar service for therapeutic and other special diets recommended by physicians
8. *Co-operation with welfare agencies* in formulating budget standards for food to meet the nutritive needs of individuals, family groups, and institutions and in calculating the cost of standard food budgets at prevailing prices
9. *Interagency relationships.* Bringing about closer relationships between the health agency and other agencies carrying on educational, service, or research programs in nutrition
10. *Co-ordination of nutrition programs.* Participation in the organization and continuing activity of co-ordinating councils in the field of nutrition and health and in the organization of communities for unified effort toward the improvement of nutritional status and the maintenance of a satisfactory level of nutrition once attained

B. *Classification of different grades*

The nutrition positions in health agencies may be grouped into 3 grades: (1) the director of a nutrition service in a health agency with responsibility for a staff of workers; (2) the nutritionist who acts primarily as a consultant and neither has responsibility for a staff of workers nor receives close technical supervision; and (3) the staff nutritionist working under close technical supervision from the director of a nutrition service. These grades are described in somewhat more detail in connection with the statements of education and experience under III and IV.

III and IV. *Broad Educational Background: Undergraduate and Graduate Education*

A. *For a director of a nutrition service in a health agency with responsibility for a staff of workers.* The essential qualifications for the incumbent of this position are broad grasp of the science of human nutrition, knowledge of public health administration, and administrative ability. The director cannot be expert in every aspect of public health nutrition but should be able to recruit and supervise a staff that together will possess competence in all the major fields. Directors of nutrition services in health agencies may have acquired the necessary qualifications through any one of several backgrounds of education and experience, but these backgrounds will have certain elements in common, as indicated in the following paragraphs:

1. *Education.* Human nutrition should be the subject of major interest. A director of nutrition service should have at least one year of full-time graduate academic credit in addition to the undergraduate academic training leading to a baccalaureate degree or its equivalent in premedical training. The combination should be so chosen as to qualify the student for participation as a nutritionist in the public health field.

Colleges and universities offer graduate training in public health nutrition in professional schools of public health or in postgraduate programs in nutrition based on undergraduate preparation in home economics. The content and extent of graduate study required to supply this training will vary according to the type of undergraduate preparation, the interval since such work was completed, the relevancy of any work experience, and the scope of the program directed.

a. The **undergraduate course of study** leading most immediately to preparation for public health nutrition is that qualifying the student for a baccalaureate degree with a major in foods and nutrition as offered in a course in home economics. Such a curriculum includes as a requirement basic courses in chemistry (including physiological or biochemistry), physiology, bacteriology,

the social sciences (economics, sociology, and psychology), human nutrition, food study (selection, marketing, preparation), and educational methods. Electives often include introductory courses in statistics, child development, journalism, and public speaking.

b. Students whose undergraduate major has been in the biological sciences, social sciences, education, or premedical studies will need to supplement such preparation with the required courses listed above.

c. The minimum of one year of **full-time graduate academic study** should feature advanced courses in human nutrition, and together with the undergraduate study should give a working knowledge of: methods and techniques of nutrition investigations and dietary studies, child hygiene and development, public health administration, health education, principles of supervision, community organization and resources, and social case work.

d. A course in hospital dietetics accredited by the American Dietetic Association is a desirable addition to other types of graduate preparation but is substitutable only insofar as it carries academic credit in courses essential for public health nutrition. Completion of the requirements for a degree as doctor of medicine or doctor of philosophy in biochemistry constitutes adequate educational preparation for the field of public health nutrition when the students have had full courses for academic credit in human nutrition and its applications in the field of public health.

e. Field work in a health agency carrying on a nutrition program under the supervision of a qualified nutritionist should be provided preferably at the graduate level.

2. *Experience**

a. Minimum of 4 years of successful, paid experience as a nutritionist in a health agency or a welfare agency carrying on a nutrition and health program. At least one year must have involved responsibility as supervisor of both professional and clerical staff or as a consultant, *or*

b. Two years in the above plus 4 years in any one of the following positions or any combination of them:

(1) Therapeutic or teaching hospital dietitian

(2) Physician engaged in clinical medicine, teaching of medical students, research, or public health

(3) Dietitian or nutritionist employed by a food clinic, child development center, school system, nutrition council or committee

(4) Research worker in human nutrition

(5) Teacher of foods and nutrition in a school, college, or university, or adult education program

(6) Agent or food and nutrition specialist in the agricultural extension service or farm security program

3. *Substitution of education for experience*

Each year of relevant graduate study beyond the minimum of 1 year may be substituted for 1 year of experience except that 2 years of the type of experience described under 2a in this section is not substitutable.

4. *Personal qualities*

a. Executive, organizing, and administrative ability

b. Physical fitness

c. Ability to gain confidence of administrators and staff and to win and retain co-operation of co-workers and public

d. Skill in analysis of situations and in presentation of material

B. *For a nutritionist who acts primarily in a consultant capacity and neither has responsibility for supervision of a staff of workers nor receives close technical supervision.* The services rendered may be along either of two lines: (1) general consultation to a given area, or (2) service limited to a special field such as consultation in group or institutional feeding, or conducting a program of discovering and controlling nutritional deficiency diseases.

1. *Education**

a. As outlined in A1 of this section, undergraduate college work and satisfactory completion of the equivalent of at least 1 year of full-time graduate academic credit, chosen in relation to the previously mentioned basic training so as to qualify the student for participation in the public health field. For service in a special field, the graduate work should provide special training. For example,

* Candidate should have had part of training and experience indicated within 4 years of the time of application.

the consultant in group feeding should have majored in institution administration and completed apprentice training approved by the American Dietetic Association in hospital dietetics, institutional management, or industrial feeding, whereas a nutritionist in charge of a program of diagnosis and control of deficiency disease should have had complete medical training.

b. Field work in a health agency carrying on a nutrition program under the supervision of a qualified nutritionist should be provided preferably at the graduate level.

2. *Experience**

a. Minimum of 2 years of successful, paid experience as a nutritionist in a health agency or a welfare agency carrying on a nutrition and health program, *or*

b. One year in the above plus 2 years in any one of the positions listed under A2b of this section or any combination of them

3. *Substitution of education for experience*

Each year of relevant graduate study beyond the minimum of 1 year may be substituted for 1 year of experience up to a maximum of 1 year for a general consultant or 2 years for a nutritionist assigned to a research project or a program requiring medical training.

4. *Personal qualities*

a. Physical fitness

b. Executive and organizing ability

c. Ability to gain and retain confidence and co-operation of fellow workers and public

d. Skill in analysis of situations and in presentation of material

C. *For a staff nutritionist working under close technical supervision of a director of nutrition service*

1. *Education**

a. Successful completion of courses qualifying for a degree as outlined in A1 (a and b) of this section

b. Field work in a health agency carrying on a nutrition program under the supervision of a qualified nutritionist

2. *Experience**

One year of successful paid experience in the fields listed under B2 (a or b) of this section

3. *Substitutions for experience*

a. One year of relevant graduate study may be substituted for 1 year of experience. Or if the agency is in a position to provide systematic orientation and in-service training plus immediate technical supervision from a nutrition director, previous experience need not be required.

4. *Personal qualities*

a. Physical fitness

b. Potentialities for developing

(1) Executive and organizing ability

(2) Skill in analysis of situations and presentation of material

(3) Ability to gain confidence and co-operation of fellow workers and public

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HELEN HUNSCHER, PHD
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* Candidate should have had part of training and experience indicated within 4 years of the time of application.

None but the Humble

One of the chief distinctions between conventional and adult education is to be found in the learning process itself. None but the humble become good teachers of adults. In an adult class the student's experience counts for as much as the teacher's knowledge. Both are exchangeable at par. Indeed in some of the best adult classes it is sometimes difficult to discover who is learning most, the teacher or the students. . . .

In adult education the pupils aid in forming the curricula. There are no external prizes to be won in adult education and hence if the students do not get what they want, they merely stay away. This fact alone dictates a democratic procedure.—"The Sociology of Adult Education," EDUARD C. LINDEMAN, *Journal of Educational Sociology* for September 1945.

How the War Affected Civilian Textiles

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Here we report a significant co-operative project of the Bureau of Human Nutrition and Home Economics with research workers in the states, one which shows how essential fabrics were down-graded during the war and how great is the need for minimum specifications for staple textiles. Mrs. Morrison and Dr. Fletcher of the BHNHE were in charge of the project. Dr. Mack directed the work of the Ellen H. Richards Institute and The Pennsylvania State College; Dr. Morse, that of the Tennessee Agricultural Experiment Station and the University of Tennessee; Miss Phelps, that of the Minnesota station and the University of Minnesota; and Miss Stout, that of the Washington station and the Washington State College.

AFTER this country entered the war few staple clothing fabrics of prewar quality were manufactured for the civilian. Some of the materials that homemakers used in enormous quantities in peacetime to clothe their families practically disappeared from the nonmilitary consumer's market. No 80-square percale, no fine count 2-ply broadcloth or voile, and very little gingham, chambray, muslin, nainsook, lawn, or poplin were available. What then took their place and what was the quality of these wartime replacements?

The experience of homemakers in various parts of the USA indicates that since the spring of 1944, many of the staple clothing fabrics have been so coarse and sleazy that they scarcely justified the money spent for them or the time and energy used to make the cloth into garments. They report, too, that both the supply and variety of serviceable cotton fabrics have been limited. In the small cities and towns, particularly those near military bases or camps, the shortage of staple materials has been acute.

To determine the quality of fabrics that consumers found on the retail markets during this period, the Bureau of Human Nutrition and Home Economics, in the fall of 1944, initiated in five sections of the country a study of wartime fabrics.

Purchasing the Fabrics for Study

This study was confined to five types of staple cotton materials, five types of commonly used rayon fabrics, and four types of wool and part-wool materials.

With two exceptions, each co-operating agency bought as many of the 14 types of fabrics as were obtainable in three cities or towns of different size within the state.

In Pennsylvania the different types of fabrics available were purchased not only in the three cities or towns but also in a rural area where in normal times stores carried comparatively large stocks of the yard goods.

In the state of Washington, only the cotton and rayon materials were purchased. Most of the shopping was done between September 15 and October 15, 1944, except in Minnesota, where the shopping period was one month

[1] Acknowledgment is made to Ruth G. Chapman, Earlene I. Cox, Ruth E. Gates, and Pearl E. Gilmore of the Bureau; Dorothy Heffner, Lois Porter, and Dorothy Sydness in Minnesota; Suzanne Davison and Margaret Van Houten Walker in Pennsylvania; Betty Carne in Tennessee; and Luon Combelic in Washington, without whose assistance the laboratory work could not have been done.

later, and in Washington,[2] where it was done between January 15 and February 15, 1945.

The shopping pattern used by the Bureau was followed in other sections of the country. A member of the Bureau staff shopped for portions of several days in Washington, D. C., and for a three-day and a two-day period respectively in Richmond, Virginia, and Frederick, Maryland—a medium size and a small city near by.

After surveying the stores in each city to ascertain the qualities of the various types of materials offered to consumers, the Bureau's representative bought, when they were available, three fabrics (one to represent the best quality, one the medium, and one the poorest) of each of the 14 types of materials chosen for investigation. Whenever fewer than three qualities of any kind of material were obtainable, a fabric representing each of the available qualities was purchased.

Since there are no accepted standards for different levels of quality, the purchaser, when choosing materials, kept in mind the suitability of a fabric for a particular use. For example, in selecting broadcloth, most of which was white, the shopper considered its quality in terms of its suitability for a man's business shirt. Any information found on labels was taken into account but price was not considered a criterion of quality.

All co-operators found rayons generally more plentiful and more comparable to prewar fabrics than were the cottons, but some types of rayons were scarce. Many wartime materials, particularly cottons, were so unattractive in design and color that they obviously would not have sold readily, if at all, in normal times.

Because of the scarcity of clothing fabrics, particularly cotton, seasonal aspects of purchasing these materials were largely eliminated. Several stores received their biggest and most varied shipment of cottons in the fall, but retail consumers purchased these fabrics so soon after they were displayed that a person had to be in the store when the shipment was placed on the counters to get the kind of fabrics desired for this study.

[2] Throughout this paper "Washington" is used to refer to the *state*, unless specified otherwise.

What Laboratory Results Showed

The type and fiber content of many fabrics was inaccurately represented by salespeople. For example, *most fabrics sold as gabardine (both cotton and rayon) were really jeans or "middy" twills. Many materials sold as all rayon proved to be part or wholly cotton.* In general, information pertaining to the fiber content of wool and part-wool fabrics was accurate. In some places, several cottons were marked "fast color," but many failed to fulfill color-fast claims made for them; some rayons were labeled "crease resistant"; a few cottons and rayons were tagged "preshrunk."

The Cottons

Broadcloths

In the District of Columbia area, Pennsylvania, and Washington, *the fabrics being sold as broadcloth bore little resemblance to peacetime materials of this type.* The wartime materials looked more like coarse dress percale or sheeting than broadcloth, and the warp and filling yarns in an inch of fabric were so nearly balanced that there was no indication of a ribbed appearance. Also, the breaking strengths of the so-called broadcloths were virtually the same in both directions, whereas in true broadcloths the warp strength is from 2½ to 3 times that of the filling.

Workers in both Minnesota and Tennessee, however, reported that in all but one fabric sold as broadcloth the warp count was twice that of the filling and in all the true broadcloths they bought the warp strength was from 2 to 3 times as great as filling strength.

Gabardines

With one exception *the "gabardines" consisted of 3-, 4-, or 5-leaf twills rather than true gabardines.* Except for one fabric purchased in Washington, all found by the co-operators had twice as many warp as filling yarns to the inch, the respective counts ranging from 105 to 115 and 54 to 57; 58 to 120 and 45 to 72;

and 76 to 116 and 41 to 77 for the best, medium, and poorest qualities, respectively.

On the whole, the fabrics were from 2 to 3 times as strong lengthwise as crosswise. In only three areas—Minnesota, Tennessee, and the District—were all three qualities of "gabardines" available. The best quality fabrics from Minnesota had the highest average warp breaking strength; those from Tennessee, the highest average filling strength.

The average warp strength[3] values for the best quality "gabardines" obtained in these areas were 122, 113, and 110 pounds per inch, respectively. Corresponding average filling strength values for these fabrics were 54, 66, and 41 pounds per inch.

The mean lengthwise strength for the poorest quality of fabrics sold as gabardine reported by the three co-operators was 108, 70, and 68 pounds per inch, respectively; the average crosswise strength was 50, 52, and 30 pounds in the same order. Thus it appears that, judging from breaking strength alone, poorer fabrics of this type were obtained by the Bureau staff than by workers elsewhere.

Ginghams

Gingham and gingham substitutes were scarce on the 1944 Pennsylvania and Tennessee retail markets. Ginghams purchased that fall showed considerably fewer warp and filling yarns to the inch than did peacetime ginghams of similar weights, the counts averaging 77 and 87 warp and 58 and 72 filling yarns per inch for the respective periods.

The best quality wartime ginghams bought in the District of Columbia area and in Washington had about the same counts. They varied from 81 to 84 yarns per inch in the warp and from 70 to 73 in the filling. There was a greater range in the warp count of the best quality ginghams bought in the three Minnesota cities than among the different qualities in other localities.

The average warp and filling breaking strengths of ginghams purchased in Washington was 27 and 24 pounds, respectively, whereas corresponding values for ginghams from Minnesota were 42 and 27 pounds per inch. The average breaking strength (34 pounds per inch in the warp and 27 pounds in the filling) of the wartime ginghams bought in Pennsylvania was about the same as that of similar fabrics purchased before the war; however, coarser yarns had been used in the 1944 ginghams than in those studied previously.

All of the ginghams bought by the Bureau staff had a lower breaking strength index (breaking strength divided by the number of yarns per inch) than ginghams of comparable weights purchased between 1939 and 1941. This indicated that weaker yarns were used in the wartime fabrics.

Chambrays

The wartime chambrays from Minnesota and the District area had a sufficiently high average warp and filling breaking strength to give good wear. The materials from Minnesota averaged 48 and 31 pounds per inch, warpwise and fillingwise, respectively, with corresponding ranges of 36 to 57 and 26 to 36 pounds to the inch.

Fabrics bought by the Bureau averaged 46 pounds per inch in the warp and 32 pounds to the inch in the filling with the extremes of 36 to 62 pounds and 24 to 51 pounds, respectively.

In contrast, wartime chambrays purchased in Pennsylvania and Washington averaged 36 and 27 pounds per inch warpwise and fillingwise—somewhat lower than in the other two states. The Tennessee fabrics averaged slightly higher in warp strength than those from other parts of the country, but their average filling strength was the lowest reported.

The number of yarns to the inch in the best quality fabrics bought in the largest cities varied from 76 to 103 in the warp and from 41 to 90 in the filling. The chambrays purchased in the middle sized and smallest shopping centers were comparable, ranging in warp

[3] All breaking strength values were determined by the strip method.

count from 85 to 88 yarns per inch and, with one exception, in filling from 66 to 76 yarns to an inch.

Several of the poorest quality fabrics had few yarns per inch in one direction or the other. Ranges in count for this group were 58 to 71 yarns per inch and 39 to 51 yarns per inch, warpwise and fillingwise, respectively.

Percales

Few good quality percales were found in the fall of 1944. *Only one material approximating an 80-square was found in the District area, and the only one available in the Pennsylvania shopping centers was a khaki-colored government reject* which was being sold for men's pajamas and shirts, smocks, and children's clothing. Three of the percales purchased in Minnesota (one from each shopping center) were from old stock and from odd bolts of unwanted, but reasonably fast, colors.

Sold as percales were fabrics covering a wide range of constructions. The Bureau representatives found *"percales" varying from a coarse material having only 40 yarns per inch in each direction to a fine balloon cloth with 137 warp and 118 filling to the inch.* In Tennessee, *materials generally called linene and unglazed chintz were sold as percale.* These materials had lower counts and were heavier in weight than fabrics usually considered of percale construction.

Both the warp and filling breaking strength of the Bureau fabrics were low, but the warp strength of the "percales" from Tennessee was strong enough to give reasonable service. The Minnesota percales showed the highest average breaking strength, 46 pounds in the warp and 27 pounds in the filling. The lowest average breaking strength was in Washington fabrics with 29 and 18 pounds, respectively.

In Pennsylvania, better percales were obtainable at lower prices during the decade before the war than in 1944. Contrasted with 167 prewar percales, which had an average finished count of 88 warp and 75 filling yarns to the inch, the 1944 "percales" averaged only 70 ends and 58 picks per inch. The peacetime percales had from 72 to 93 warp yarns and from 64 to 78 filling yarns to the inch, whereas the wartime fabrics (many of them percale substitutes) had from 49 to 108 warp and from 24 to 108 filling yarns in an inch of fabric. If these fabrics with very low and very high counts, which deviated widely from percale construction, are excluded, the number of yarns to the inch in the 1944 materials ranged from 63 to 89 and from 46 to 77 for the warp and filling, respectively.

The dry breaking strength of the prewar percales surpassed that of the wartime "percales," averaging, for the respective groups, 42 and 31 pounds to the inch (ravelled strip method) in the warp and 26 and 21 pounds per inch in the filling. The mean warp strength of the true percales bought in 1944, exclusive of the substitute fabrics, was only 28 pounds per inch, that of the filling 18 pounds.

Before the war, the prices paid for percales bought in six northeastern states (Maryland, New Hampshire, New Jersey, New York, Pennsylvania, and Rhode Island) varied between 13 and 29 cents per yard in 1935–36; 6 and 39 cents in 1937–38; 6 and 27 cents in 1939; and 12 and 29 cents in 1940–41. The percales purchased in the fall of 1944 cost between 19 and 85 cents a yard.

Was There Any Sizing?

The amount of sizing in cotton fabrics bought in the fall of 1944 varied greatly. With few exceptions, the "broadcloths" and "gabardines" had less than 2 per cent of sizing. *One Minnesota fabric sold as broadcloth, however, had 27 per cent extraneous material.* Only 8 of the 29 chambrays had less than 5 per cent sizing; some had over 10 per cent nonfibrous material.

Ginghams bought in Pennsylvania and the District of Columbia area had a higher nonfibrous content than did similar fabrics obtained elsewhere. Except for one fabric, the amount of sizing in ginghams purchased in the two localities exceeded 4 per cent, one piece having 17 per cent. Sizing found in

ginghams from Minnesota, Tennessee, and Washington varied from 1 to 8 per cent.

Half of the percales (14 out of 29) contained 5 per cent or more of sizing, two fabrics from Pennsylvania and one each from the District area and Washington State having a nonfibrous content of more than 10 per cent.

How about Colorfastness?

As for colorfastness, the cotton fabrics bought during the 1944 period fell into two extreme groups: (1) those, principally government rejects, which had excellent colorfastness and (2) those in which the colorfastness was poorer even than that of similar materials bought in prewar years.

Few of these 1944 cotton fabrics held their color satisfactorily when they were washed, exposed to light, or wet with perspiration. Only four of the Bureau's 23 colored cottons showed no change in color after exposure to an arc light for 80 hours.[4] Two-thirds of the group were unaffected by mild washing, but less than half retained their color when they were washed in *hot* water with soda ash. The color of four fabrics was altered by acid perspiration; three also faded in mild washing.

In Washington and Minnesota more of the ginghams than other types of cottons had satisfactory colorfastness. Chambrays bought in Tennessee had good resistance to light but were faded by perspiration. Three-fourths of all the cottons bought in that state faded even with mild laundering.

Studies made by staff members of the Ellen H. Richards Institute of cotton fabrics purchased on the retail market over the 10-year period just before the war showed that, except for 1939, *colorfastness to laundering improved gradually from 1934 to 1941.*

The number of 1944 fabrics that showed no visible fading in laundering (i.e., rated in Class I for colorfastness) was 10 per cent smaller than in a group of similar materials bought in 1940–41. The *number* of fabrics having poor colorfastness was greater.

Did the Cottons Shrink?

The effect of laundering on these cotton fabrics varied greatly both from state to state and from one type of fabric to another. Some shrank; others stretched. Few fabrics were *labeled* preshrunk, but co-operators in Minnesota found that no materials so marked drew up more than 2 per cent in washing.

The so-called broadcloths and gabardines which shrank, did so less than the other cottons; but many stretched. The fabrics sold as broadcloth in Minnesota had less dimensional change when they were laundered than did similar fabrics bought in the District of Columbia and environs, Pennsylvania, and Tennessee. Only two of the Minnesota "broadcloths" shrank more than 2 per cent in either direction. But in Tennessee many of the so-called broadcloths stretched from 1 to 3 per cent in one or both directions when washed.

In the "gabardines" the warpwise shrinkage varied from the 0 to 4 per cent range reported by the Bureau staff to a maximum of 9 per cent recorded by workers in Minnesota and Tennessee. The greatest crosswise shrinkage was 2 per cent. Three-fourths of the "gabardines" from Tennessee and two-thirds of the Minnesota fabrics were *wider or longer* after washing than before.

Among chambrays bought in the District area, Pennsylvania, and Minnesota, the poorest pieces from the largest cities had the greatest warpwise shrinkage—from 10 to 14 per cent. The crosswise shrinkage for the same fabrics varied from 2 to 4 per cent, which (except for those from Minnesota) was considerably less than for the best and medium quality chambray purchased in the same cities. These co-operators also reported that with all three qualities the maximum lengthwise shrinkage found in chambrays bought in the smallest shopping center was less than the

[4] One hour exposure to a carbon arc light (Fadeometer) is equivalent to 1.2 hours of sunlight between the hours of 9 a.m. and 3 p.m. on sunny days from April 1 to October 1. Hence, only these four cottons would have held their color after 15 eight-hour days of wear in summer sunlight.

maximum for similar materials bought in the larger cities.

The amount of shrinkage in ginghams was high, exceeding 2 per cent in all but two of the 24 fabrics of this type bought in the five sections of the country. *A fourth of the materials were 10 per cent shorter after washing than before.*

For the most part, the percales shrank from 3 to 5 per cent in one direction or the other. Only five of the 32 percales shrank less than 2 per cent in length or width.

The Rayons

Challies

Most of the rayon challies were a mixture of acetate and viscose staple rayon; a few were all-viscose rayon. The number of yarns per inch ranged from 54 to 81 in the warp and from 37 to 67 in the filling, wider ranges occurring in fabrics from Minnesota and Tennessee than in those from the District of Columbia area and Pennsylvania.

The breaking strength of the challies purchased by the Bureau was between 34 to 46 pounds per inch in the warp and 31 to 48 pounds per inch in the filling with corresponding averages of 40 and 38 pounds to the inch. The highest warp strength reported from Minnesota—62 pounds per inch—was twice the lowest. The fillingwise strength ranged from 22 to 52 pounds per inch. Workers in Tennessee found about the same *ranges* in strength as those in Minnesota, but the *average* values for the former were a little higher.

The rayon challies bought in Pennsylvania in the fall of 1944 had lower breaking strengths than comparable fabrics of the decade before the war. The warp strength of the 1944 challies varied from 18 to 40 pounds per inch, the filling from 22 to 30 pounds.

Of the 26 challies studied, 22 weighed between 4 and 5 ounces per square yard; four were lighter.

Rayon Crashes

The all-rayon crashes were 100 per cent viscose staple fiber, with one exception—a Bureau purchase that contained a blend of acetate and viscose staple fiber. Co-operators in both Washington and Tennessee reported cotton in some of the crashes sold as all rayon.

The Bureau fabrics ranged from 44 to 70 warp yarns per inch; most of those bought elsewhere, from 39 to 48. The filling counts for most fabrics bought in the District of Columbia area and in Tennessee, Minnesota, and Washington varied from 39 to 45 yarns per inch. Materials from Pennsylvania had a wider range in filling count—27 to 50 yarns to the inch.

The all-rayon crashes were much stronger in both directions when dry than when wet. Materials bought in Minnesota were about two-thirds as strong wet as dry; those obtained by the Bureau, only half as strong in the wet condition as in the dry.

Rayon Crepes

The crepes included in this study were light weight fabrics of the type used for lingerie and often called French or multi-filament crepe. Except for one fabric from the District of Columbia area, all materials in this group were true crepes—that is, they had highly twisted filling yarns and slightly twisted warp yarns. In the one District fabric both sets of yarns had low twist; an embossed pattern produced the crepe appearance.

The true crepes had from $1\frac{1}{2}$ to 2 times as many warp as filling yarns. All but one of the best quality crepes found in the District area, Minnesota, and Pennsylvania varied from 155 to 159 yarns per inch in the warp and from 96 to 103 yarns to the inch in the filling. The poorest quality fabrics bought in these regions ranged in count from 93 to 158 and 65 to 100 yarns per inch warpwise and fillingwise, respectively.

The crepes bought in Minnesota had the highest breaking strength—27 to 47 pounds per inch in both directions. Fabrics purchased elsewhere ranged from 17 to 34 pounds to the inch in the warp and from 13 to 26 pounds per inch in the filling. Crepes found in the largest city of the District area varied

little in either warp or filling breaking strength (33 to 34 and 20 to 21 pounds per inch, respectively). When wet, the breaking strength of all the crepes was roughly one-half to two-thirds that of the dry fabric.

Plain-Weave Rayons[6]

Of the 32 plain-weave rayons (sometimes called twalles in the trade), four all-acetate fabrics—one each from four areas—were obtained; 26 materials were all-viscose; and two were half-acetate. Twenty-two pieces approximated the warp and filling counts specified by the definition as the high quality; six conformed to the count for low quality materials; the other four were about half way between the high and low warp and filling counts and might be considered medium quality fabrics.

The smallest range in the number of warp and filling yarns per inch was found in fabrics purchased in Tennessee, the widest in fabrics from the District of Columbia area.

The dry breaking strength of these fabrics varied from 19 to 43 pounds per inch warpwise, the lower values being found in Pennsylvania, the higher in Tennessee; fillingwise, the range for most of the fabrics was from 14 to 46 pounds per inch, the low and high values being reported from Minnesota and Pennsylvania, respectively. When wet, the all-viscose fabrics lost from one-half to three-fourths of their strength; the all-acetate, from one-third to one-half their original strength.

Rayon Twills

The group of twills consisted of one gabardine, 18 3- or 4-harness twills (sold as gabardines), and 14 serges. In the District area one gabardine and four so-called gabardines had a blend of acetate and viscose staple fiber in both sets of yarns; one twill and one serge were of spun viscose; the other pieces of serge contained viscose staple rayon and some manufactured protein fiber.

All of the fabrics in this group bought in Tennessee and in Washington were entirely of viscose. The six gabardines from Minnesota contained from 23 to 52 per cent acetate rayon. One fabric had 2-ply spun staple yarns in the warp and 2-ply continuous filament yarns in the filling. Two of the three all-rayon serges were half-acetate. Many of the rayon serges found in other localities contained a mixture of rayon and synthetic protein fibers.

The weight of the rayon sold as gabardine ranged from 5.0 to 7.3 ounces per square yard; the serges from 4.8 to 8.3 ounces to the square yard. The "gabardines" from Minnesota were heavier than similar fabrics bought elsewhere. Those bought in the District area were lighter in weight than others.

All "gabardines" had about twice as many ends as picks per inch. The warp count of the fabrics bought in Pennsylvania, Minnesota, and Tennessee ranged from 91 to 104 yarns per inch; those from the District area and Washington, from 99 to 128 yarns to the inch. The number of filling yarns per inch in "gabardines" obtained by all co-operators ranged from 49 to 65. The serges had from 47 to 80 yarns per inch in both directions.

The breaking strength of the "gabardine" bought in Pennsylvania in the fall of 1944 averaged 48.8 pounds per inch warpwise and 41.2 pounds fillingwise, when dry; similar materials bought in the prewar decade had corresponding average dry strengths of 88.5 and 35.9 pounds to the inch. The wet strength of "gabardines" of that 10-year period averaged 42.1 and 19.4 pounds to the inch for the warp and filling as compared with 36.8 and 21.1 pounds per inch warpwise and fillingwise for the wartime materials.

All co-operators reported that, as characteristic of rayons, the twills were considerably weaker when wet than dry; but Pennsylvania workers found the wet strength of the wartime serges averaging higher than that of similar fabrics of previous years.

[6] This group includes fabrics having 92 x 68 or 72 x 56 plain weave constructions, variously known as taffetas, pigment prints, and pigment taffetas, made from filament yarns with normal twist.

Was Shrinkage Important?

The amount of shrinkage—or stretching—resulting from washing and cleaning varied with the method used. The wet procedure of "dry"[6] cleaning caused the greatest dimensional change, washing somewhat less, and dry cleaning the least. In general, *the wet method of dry cleaning produced a higher fillingwise shrinkage than occurred with washing.*

None of the cleaning processes caused any appreciable change in the length or width of the plain weave rayons bought in Washington. Most of the crepes from the District area and from Pennsylvania shrank more than 9 per cent in length when washed or wet cleaned. Fillingwise, the shrinkage in two of the Bureau's fabrics exceeded 18 per cent. When the same fabrics were dry cleaned, the change in both length and width was much less than by either of the other methods.

Some of the crashes from three areas shrank as much as 7 per cent in length or width when washed or wet cleaned.

Of the Tennessee challies and plain weave rayons, several stretched in width when they were washed and cleaned by either process. Others shrank as much as 4 inches per yard (11 per cent) when washed.

Many twills shrank little, if at all, in dry cleaning; others stretched slightly. The average warpwise shrinkage for the twills purchased by co-operators in Pennsylvania, Tennessee, and the District ranged from 0.6 to 1.6 per cent with dry cleaning; 5.7 to 6.5 per cent with washing; and 4.7 to 7.0 per cent with wet cleaning. The ranges for fillingwise shrinkage were: 0.8 to 1.1 per cent, 0 to 3.4 per cent, and 1.9 to 4.7 per cent.

How Much Sizing?

On the whole, the nonfibrous content of the rayons was low. The plain-weave rayons and all but one crepe had less than 2 per cent extraneous matter.

Amount of sizing in the challies, crashes, and twills was somewhat greater than in the plain-weave rayons and crepes. One of the challies and all but one crash bought in Minnesota had more than 10 per cent sizing; half the twills from Minnesota and Washington had between 5 and 7 per cent foreign matter. But only four crashes and four challies from Pennsylvania and only two pieces of crash and one of challie from the District area had more than 2 per cent of sizing.

Were They Colorfast?

The colorfastness to light, washing, and perspiration of practically all rayon fabrics was poor. Only four pieces of crash bought in Minnesota, three of which were marked "fast color," showed no change when exposed to light, when washed, or when wet with perspiration.

Did the Rayons Hold Their Shape?

All rayons stretched a great deal, wet or dry, but somewhat more in the wet condition. On the whole, the crepes stretched more than did other types of fabrics. In the challies there was little difference in the warp and filling elongation.

The dry plain-weave rayons stretched from 7 to 22 per cent in length and from 11 to 25 in width; when wet the same fabrics stretched from 13 to 36 per cent lengthwise and from 15 to 29 per cent crosswise. Some of the "gabardines" stretched 25 to 30 per cent in length; others as much as 40 per cent. This means from 9 to 14 inches per yard.

Small wonder that dresses made from the plain-weave fabrics and the gabardines lose their shape with a few wearings!

Wool and Part-Wool Fabrics

Dress Flannels

Of the 38 wool and wool-rayon flannels purchased (18 all-wool and 20 part-wool) 14 were bought in Minnesota and 13 in Tennessee. Relatively few materials were found by

[6] Wet procedure of dry cleaning means cleaning in solvent with a special soap followed by sponging with water and a solution of ordinary white neutral soap. This is a common practice in dry-cleaning establishments where garments are very soiled or stains are hard to remove.

the other co-operators in 1944. Five of the part-wool fabrics were only 40 inches or less wide; all others in this group were at least 54 inches in width.

Weights of the all-wool materials differed little from those of rayon and wool fabrics. With one exception, the wool flannels weighed between 4.2 and 6.5 ounces per square yard; the part-wools, between 4.1 and 7.4 ounces for the yard square.

In most of the wool materials the number of yarns per inch ranged from 27 to 59 in the warp and from 26 to 44 in the filling. One such material, heavily napped, had only 27 ends and 26 picks to the inch. The wool-rayon mixtures varied widely in count—from 20 to 107 yarns per inch in the warp and from 17 to 80 yarns per inch in the filling.

In general, *the breaking strength of the all-wool fabrics was comparatively low:* the highest warp value was 34 pounds to the inch, the lowest 12 pounds per inch; the highest filling-wise value was 28 pounds, the lowest 9 pounds. The strength of the wet flannels was about three-fourths that of the dry fabric.

The wool and rayon flannels varied in strength when dry from 22 to 93 pounds per inch in the warp and from 17 to 64 pounds to the inch in the filling. When wet, the maximum warp breaking strength per inch for these fabrics was only 39 pounds in the warp and 30 pounds in the filling.

Wool and cotton flannels were practically nonexistent. Only four such materials were found in the four middle and eastern sections of the country from which samples were drawn. One of the four contained some rayon along with the cotton and wool. One of the cotton-mixed fabrics was only 35 inches wide and contained more than 80 per cent cotton yet sold for $1.98 a yard.

Herringbone Suitings

About two-thirds of the herringbone suitings purchased in Minnesota, Pennsylvania, and the District of Columbia area were 100 per cent virgin wool. The rest had some reprocessed or reused wool.

Most of the suitings had about the same number of yarns per inch in the two directions. Of the 30 fabrics in this group, 24 had a warp breaking strength of less than 25 pounds per inch; the other six varied between 26 and 36 pounds to the inch. In only two fabrics was the filling strength more than 25 pounds per inch. The lowest value recorded for either direction was 8 pounds per inch. Wetting the suitings reduced their warp and filling strengths to about two-thirds that of the dry fabric. This group of materials weighed from 5 to 12 ounces per square yard.

Did Cleaning Shrink the Wools?

The greatest amount of shrinkage in the all-wool fabrics resulted from washing; in the mixtures, from wet cleaning. Dry cleaning caused insignificant dimensional change in all-wool and part-wool fabrics bought in the District and environs, Minnesota, and Tennessee. Workers in Pennsylvania, however, reported as much as 9 per cent shrinkage in some of the all-wool flannels, in both the warp and filling directions. The average change in length or width for the part-wool flannels and suitings was 2.2 per cent.

The two wool flannels labeled "sponged and preshrunk" shrank badly in washing. One became 6 per cent shorter and 8 per cent narrower, the other drew up 15 and 6 per cent in length and width, respectively.

Were the Wools All Wool?

All the wool and part-wool material studied had a low nonfibrous content. The maximum amount of sizing reported for any suiting or dress flannel was 2 per cent.

How Fast Were the Colors?

Most of the wool and wool-mixed fabrics faded when they were washed, exposed to light, or wet with perspiration. Perspiration affected fewer of them than did other agents. Twenty-nine of these materials were faded by mild washing, and more than half were faded badly by exposure to a carbon arc light for 80 hours.

How Much Did They Stretch?

The all-wool dress flannels, when dry, stretched from 5 to 26 per cent in the warp and from 16 to 33 per cent in the filling. Wetting the fabrics caused them to stretch considerably more—2 to 10 times as much in length and 2 to 6 times as much in width. The greatest percentage increase in elongation in both directions occurred in the Pennsylvania flannels, the least in those from the District of Columbia and vicinity.

When dry, the part-wool flannels stretched about the same lengthwise as did the all-wool materials; but the crosswise elongation was considerably less, being only 12 to 19 per cent in contrast to the 6 to 33 per cent range reported for the all-wool materials.

When wet, there was little increase in stretch in the part-wools studied by the Bureau. Tennessee workers found less elongation in many of the wool-mixed flannels when they were wet than when dry. An increase of 6 to 14 per cent in lengthwise stretch and of 4 to 16 per cent in crosswise elongation resulted from wetting the Minnesota mixed fabrics.

The dry herringbone suitings stretched from 1½ to 8 inches (4 to 23 per cent) per yard in length and from 1½ to 9½ inches (4 to 27 per cent) per yard in width. Suitings bought in Pennsylvania and Tennessee stretched less when dry than did similar materials bought in the District area and Minnesota. The respective ranges in percentage stretch, warpwise and fillingwise, for fabrics purchased in the four sections of the country were: 4.0 to 10.5 and 3.8 to 13.5 for Pennsylvania; 8.0 to 15.3 and 12.0 to 19.3 for Tennessee; 12.7 to 18.3 and 18.0 to 25.3 for the District area; and 14.7 to 23.3 and 20.0 to 26.7 for Minnesota.

Wetting the fabrics produced an elongation in both directions of at least 26.0 per cent in the District and Tennessee materials, of 35.3 per cent in the Pennsylvania, and 41.5 per cent in the Minnesota suitings.

Out of Step with the Times

Voluntary charitable bodies must be given the credit for initiating our whole public and private social welfare structure. . . . But the leaders of these agencies have not kept themselves in touch with the catastrophic effects upon society of the industrial revolution. . . .

Both social work and the social worker are despised by the slum dwellers. Seen from their point of view, social work is the rich man's device for easing his own conscience and the social worker is his tool. . . . "Your typical council of social agencies . . . does not attack the basic forces that create slums and their evil by-products." . . .

We have six agencies working in the same field, while a large proportion of needy families and children in every American community are neglected. . . .

Why can't these institutions . . . eliminate duplication, inefficiency, and waste? . . . It would be necessary to step on somebody's toes . . . and some of the largest contributions might be lost. . . . One of the prime requisites . . . is leadership that will . . . see its responsibility as a public trust rather than a private avocation and use the same methods of close supervision, insistence upon efficiency in fellow trustees and employees, the same financial controls that are required of any good businessman.

But what private philanthropy needs most . . . is a complete reorientation of mind and heart. It must learn to work with people, not for them.—AGNES E. MEYER in a talk at the Annual Institute for Board Members, Federation of Protestant Agencies, October 15, 1945, New York City.

In Short . . .

West Virginia Food Study

MABEL F. BEST
West Virginia Nutrition Committee

How well fed are West Virginia children? What are their nutritional needs? To obtain answers to these and other questions, as a basis of further nutritional work in West Virginia, the state nutrition committee in the fall made a study of 1200 school children, from the fifth to the tenth grades, in three counties: Marion, an industrial, mining, and rural county; Raleigh, a mining section; and Hardy, a rural region.

The Survey

A crew of 17 persons representing the state and county departments of education, state and county departments of health, the agricultural extension service, and the state nutrition committee began the work in Raleigh County. The state hygienic mobile laboratory was used to determine hemoglobin counts.

Each child was interviewed as to what he had eaten the previous day. No leading questions were asked. Popular size containers, such as glasses, cups, and bowls, were used to determine the quantity of food consumed.

The committee realized the limited values of a one-day diet record but considered that it would give an over-all picture of food habits and deficiencies.

The Findings

The dental examinations showed that 25 per cent of the children had swollen gums that might be improved by eating an increased amount of ascorbic-acid-rich foods. Therapeutic tests later revealed the soundness of this conclusion. Some of this 25 per cent were given tomato juice plus 100 mg ascorbic acid for two weeks. Colored pictures of the cases were made before and after the test. The pictures showed marked improvement in the gums of some children, only a faint bleaching of color and shrinking in others.

Only 38 per cent of the children were eating foods containing vitamin C. The survey revealed that 43 per cent were eating yellow and green vegetables—raw, cooked, frozen, or canned. The only direct question asked, "Which vegetables do you like best?" often brought the answer, "Carrots—raw, not cooked." Seventy-nine per cent ate foods from Group 3 of the Basic 7, potatoes and other vegetables and fruits. Thirty-four per cent had three or more servings of milk and milk products; but where milk was available the children preferred it to the other beverages. Seventy-six per cent of the children had meat, poultry, fish, or eggs, or dried beans, peas, nuts, or peanut butter. As for cereal products, 80 per cent ate some bread, while 34 per cent had cereals. No data were obtained on butter and fortified margarine.

While 86 per cent of the children had breakfast, fewer than 1 child in 10 had an adequate breakfast. The food most often missing was fruit.

The packed lunches and those bought at school (other than the school lunch) were seldom adequate—only 1 out of 20 of the home-packed lunches was health building, but the school lunches were good.

Among children who were given money to buy lunch outside the school, as a school lunch was not available, 1 out of 4 bought a soft drink, 1 out of 4 bought a 5-cent cake. In one school 1 out of 3 bought both a soft drink and a 5-cent cake, and in another 1 out of 6 had *only* cake and a soft drink for lunch. Twenty-nine per cent of the children had no beverage with their lunch.

Nutrition Demonstration

A nutrition demonstration, like that in Utah reported by Phyllis Snow in the December 1945 JOURNAL, was held in each of the counties, with Dr. Walter Wilkins, U. S.

Public Health Service, loaned to the nutrition programs branch of WFA, as conducting physician. The day before the demonstration Dr. Wilkins checked each child for various signs of under nutrition—goose pimply skin; crusty eyelids; scars at corner of eyes, mouth, and nose; and rachitic conditions. Some of the children showing these conditions were selected for the demonstration, to which professional and lay leaders were invited. The children were eager to participate in this session.

To meet these nutritional needs one county has instituted a "better breakfast program" in all elementary schools; another is working on improvement of teeth, at teacher institutes, PTA and farm women's club meetings, and in 4-H club programs. Others are encouraging the growing and canning of more yellow and green vegetables and tomatoes.

Clothing-Grooming Clinic

DOROTHY G. PATTEN
Milwaukee (Wisconsin) Vocational School

For some time we in the homemaking department had felt that many questions which our adult students remained after class to ask should be answered more completely and under less hurried conditions than those existing during the class session or at dismissal.

What's wrong with this dress?
How do I go about remodeling this old coat into a snow suit for my young daughter?
What color should I choose for my new costume?
Which fabrics shrink?
Can I wear that new 'hair-do'?

They asked these questions and many more, related or unrelated to the course in which they were enrolled.

Students also brought to class purchases which had proved unsatisfactory because the clerk had given incorrect or incomplete information. Then came the government appeals to all to confine purchases to essentials and to conserve materials. We decided, therefore, to make available to the public through a "clinic" the experience and training of experts on our faculty, which has in its homemaking department alone around 40 persons.

A Clinic for Adults

This "clinic" would provide specialized and personalized service. Underlying the decision to set up the clinic was a conviction that the function of education is not to enable the student to acquire a store of information but to equip him to solve everyday problems. As President Ward of Stephens College has pointed out, "Functional education means utilizing need as the 'power point' of learning."

The job of organizing this "clinic" was given to me, and a group of instructors was assigned to work with me. We drafted a tentative schedule for specialists in the various fields, listing their free periods in which appointments might be made. Each appointment was to be limited to 30 minutes.

We decided to confine our service at first to clothing and personal grooming, hoping later to include health and nutrition. Educational institutions should have no commercial bias; hence these specialists should consider only the "client's" interest.

With our schedule set up and a temporary desk and telephone in the main office available for making appointments, we were ready for some publicity. In the students' assembly, therefore, we put on a skit showing how the clinic was to function:

Barbara Brown, a student in our junior college division, called at the clinic office. Her brother had left a good tweed jacket when he went into service. How could she use it? She made an appointment with the instructor in tailoring, who showed her a simple way to adjust the garment to her own size, where to rip and re-sew, and Barbara left feeling that the worst part of the job was over.

We then distributed leaflets outlining the clinic services and asked the students to take them home.

The next Sunday morning one of our dailies carried the story of our venture, with a picture of a woman of the city in her husband's coat before and after remodeling.

The next week brought letters from people out in the state as well as calls from women from all parts of the city. Each query ended with almost the same statement, "This is a marvelous service!"

Our first month showed a total of 83 consultations on various problems: tailoring problems, 34; clothing selection, alterations, and make-overs, 30; grooming, 14; and millinery, 5.

We were off to a good start!

Boost to Adult Classes

One of the unexpected results of the clinic was the boost given to our adult classes, depleted by wartime job opportunities. Of our first 20 "clients," who came from all sections of the city, only two had ever before been inside our building, the largest vocational school under one roof in the world, or were familiar with our adult educational program.

Clinic consultants were asked to suggest at some time during each consultation that, should the person need further help, she could enroll in a day or evening class, where additional help would be available. Also they gave each person a folder listing clinic services and one listing the adult courses.

Within a month after the clinic opened, we had to set up two new classes, one in tailoring make-overs and the other in elementary dressmaking. Other departments also enjoyed a spurt in enrollment through this advertising of the school's day and evening adult programs.

Last summer we took the clinic to the state fair with the result that today our adult student body includes persons from as far as Chicago, who come twice a week for instruction in dressmaking, tailoring, costume design, and millinery.

Postwar Opportunities

Such a clinic is as greatly needed in this postwar era as it was during the war. As Augusta Clawson, special agent for the United States Office of Education, has pointed out, counseling is a new and promising field for home economists. Thousands of women workers, as well as full-time homemakers, need help with problems of human relations, of management of money and time, and of feeding and clothing themselves and their families.

IHEA Housing Survey

JESSIE E. HEATHMAN
Illinois Extension Service

Recognizing home economists' share in responsibility for the kind of houses that would be built after the war, the Illinois Home Economics Association set up a housing committee in the fall of 1944, with Dorothy Iwig, home furnishings extension specialist of the University of Illinois, as chairman.

Three Questionnaires

Working as the first such committee in our state association, the members made a survey to determine the scope of housing work being carried on in the high schools and colleges of the state. They sent out three different questionnaires: one to the heads of home economics departments, another to the chairman of the Illinois Home Economics in Business group, and a third to the Small Homes Council and the Farm Housing Research group at the University of Illinois.

The department heads were asked: the number of years housing had been taught, whether it was taught as a separate course or incorporated into other courses, whether an increase in number of courses was planned—or starting a course, if it had not been taught previously—and number of teachers presenting some phase of housing.

Presidents of HEIB groups were asked to list home economists trained in housing who were doing some type of housing work.

The Small Homes Council and the Farm Housing Research groups were asked to list the objectives of their housing research and the

services available through them to rural families in Illinois.

Four IHEA members helped collect data. Beatrice Benson of Bradley Institute, chairman of the college section, obtained information from 13 of the 17 department heads to whom she wrote. Mary Jane Seed, Northern Illinois State Teachers College, queried the four state teachers colleges. Mrs. Anna Katherine Bullard of Olney, chairman of the school section, sent 148 questionnaires to the nonvocational high schools, and from these obtained 82 returns complete enough to be included in the tabulation. Florence Bodenbach, associate in home economics education, University of Illinois, secured data on vocational high schools.

Work in Colleges, High Schools

Much interest in housing was revealed by the questionnaires. In each of the 13 colleges and universities reporting, some housing work has been included over a period of 4 to 45 years —in 8 schools as a separate course, in the others as part of other courses.

Plans for increasing the number or content of college courses were rather indefinite, but there was some indication that in schools where the work is now a part of other courses, separate classes on housing and on furnishings may be set up.

In the vocational high schools, 400 teachers usually have a unit on housing in their home economics subjects. Two of the 80 nonvocational home economics teachers reporting had separate courses in housing; 61, housing as part of the home economics course; 19, no housing instruction.

In the high schools, as in the colleges, the span of years that the work had been taught varied: one to 20 years in 48 nonvocational schools, and 5 to 15 years in 34. The average span for the vocational schools was about 6 years.

The vocational high schools apparently had no plan for presenting housing as a separate course or for increasing the housing content of the curriculum. Eighteen of the nonvocational high schools, however, intend to expand the work.

Reports of HEIB Research Groups

Alice M. Cooley, chairman of the HEIB group, reported that some members counsel with equipment manufacturers and others work in the interior decorating field.

Deane G. Carter, of the agricultural engineering department, University of Illinois, reported on the housing project being conducted by the University in co-operation with the U. S. Department of Agriculture—in the agricultural engineering and home economics study with Professor Carter and Lita Bane, head of the home economics department, as co-directors.

Objectives of the research are to determine: the functional requirements of the farm home; rural housing problems not found in urban housing; the contribution of the dwelling to farm economics; and the influence of customs, habits, and family activities on the design of farm housing.

The first step in the program was to collect and publish in a bulletin sound recommendations for building new farm homes and remodeling old ones. Architects, engineers, and home management specialists of 14 north central states pooled their ideas to make the bulletin serve the entire region.

The project will also conduct field surveys and make detailed studies of specific needs, design house plans, analyze housing costs, and work out methods of improving health, comfort, and efficiency in farm homes.

Through the Small Homes Council, research facilities of the University are being expanded and co-ordinated to carry out research in every department in any way related to housing. William H. Scheick, co-ordinator of the Small Homes Council, reports that new homes, when completed, will be open to the public for demonstration purposes. Research facilities will also be used to encourage the teaching of subjects related to housing in all departments of the University.

Rural families in Illinois are served today only through agriculture and home economics extension, both of which are represented on the Council.

It's a Good Idea! . . .

What Has Worked for You?

What device or approach have *you* found effective in your teaching? One which brings about desired results for you often can be used not only by others working with the same age group but also, modified somewhat, with persons both older and younger.

Tell us about successful techniques of your own and your friends so that we can pass them on to others through this new department in the JOURNAL. If you're truly social-minded you won't let "modesty" prevent your reporting them.—THE EDITOR.

Teaching Through Doing

Teacher: KATHRYN M. TOWNE, The George Washington University

Each year that I teach courses in clothing construction, I am more convinced that the teacher of this subject should herself sew and should use the garments which she is making as teaching devices, rather than relying solely upon small samples to illustrate the different processes to be used.

Ready prepared, illustrative material has value, of course; students can turn it, pull it, put parts into place, and thus see the steps clearly. But it has serious limitations.

Through herself handling ever-changing fabrics and patterns and working them into wearable garments, the teacher knows intimately the problems which confront her students.

Before starting a course in clothing construction I decide what garments I shall make— slips, pajamas, dresses, a coat, a suit— to illustrate the processes to be taught. I try to keep just far enough ahead of the class in making these articles to use them to show methods and not waste time.

Since I am very tall, I show how I lengthen my patterns. Then I discuss pattern alterations of other kinds, using prepared illustrative material. As we discuss laying out the pattern, cutting, and marking, I have a pattern already laid out and pinned into place on fabric with a design which should be centered or matched, and some pieces cut to be marked in various ways.

Later I have a dress basted together for the first fitting except for one sleeve with which I demonstrate gathering and setting in the sleeve. With my own garments I show how to make bound buttonholes, shoulder pads, seams, decorative finishes, how to steam and press, cover buckles, and do whatever other processes fashion dictates.

At the time of the first fittings there is class criticism of each student's garment. When the garments are finished there is another session of constructive criticism. At that time I try to wear my own new garment. Students are free to look over my work just as they do that of their classmates. They see that I "practice what I preach" and are much interested in my things.

It takes extra time and planning to work on garments for class use, but the good relationship which develops between the students and me from working together on sewing problems makes it well worth while.

For lessons on mending, I borrow articles if I have none myself needing repair, as again I want an actual garment instead of little pieces with holes cut into them. The students can *practice* on such holes, however.

Never a semester passes without accidents to garments—cigaret burns, an ink spot, clipped holes. No matter what other work is at hand, I stop and give a lesson on repairing the damage right then when everyone is deeply concerned and when the lesson will be most effective.

Do I ever have to rip? Yes, of course. Careful checking before stitching prevents its happening often, but when it does I'm not ashamed for the girls to observe the need. I point out that such performance is not always a result of carelessness but is sometimes a necessary step toward the desired result.

Button, Button . . .

Teacher: HAZEL FREEMAN, Emmett, Idaho

Our department had a buttonhole attachment for the sewing machine and with surplus funds added a button machine, then offered to make buttons and buttonholes as a service to the community. Some of our girls made an attractive display card of samples and prices for the pattern counter of the store, which consented to take orders and collect for the work.

Girls studying homemaking did the work and carried on even in the summer when the teacher was gone. Results: a neat profit, which made possible purchase of other equipment for the department, and increased community interest in the department. Some of the new equipment (first aid and mending kits) has been made available to the entire school.

Housing the Family

Teacher: MRS. HELEN MCDOWALL, Oregon City (Oregon) Senior High School

Girls taking the "livable home unit" divided into groups of three to work out a description of an imaginary family. Then each group took a field trip to find a house suitable for this family, considering such points as adequate play space and nearness to school and to grocery stores and other shopping centers.

Emergency Meal

Teacher: MARION HESS, Albany (Oregon) Senior High School

Third year homemaking girls were given the problem of planning for four persons an "emergency meal" made up of home-canned foods. The food for that meal was then canned, and the cans arranged by menu groupings on an "emergency shelf" of our cupboard.

Each menu involved five canned foods. One of the menus was: beef stew and gravy, snap beans, buttered corn, whole tomato salad, and peaches. Non-canned foods for this meal were to be biscuits and milk.

Question Box

Teacher: MRS. L. A. SHERMAN, Lemmon, South Dakota

To launch the "child in the home" unit, each of the girls told about some funny incident involving children or some child's amusing saying or some method resorted to in caring for a child. Then we mailed out to parents of small children a list of the girls who would be available as "sitters" when the parents wanted an evening off. Problems likely to be encountered were discussed.

Each of the girls next made one or more garments for one of the children of the Abbott House, a home supported by voluntary contributions. To finance purchase of the materials each girl denied herself something which she enjoyed. As they worked on the garments they discussed questions they themselves had placed in a box: "If the little boy you were caring for acted thus what would be the best handling of the situation?"

Developing Designers

Teacher: ROBERTA BURBECK, Volga, South Dakota

Without their being aware of what was happening, my class of 12 sophomore girls developed some ability in designing fabrics and, from that stirring of latent creative ability, self-confidence and a tremendous amount of enthusiasm.

We started out just having fun with our pencils, doing the simplest kind of original designs. From 12 student designs we chose one that was suitable for draperies for the tall, narrow windows of our homemaking department.

We needed 25 yards of fabric for those windows and, having only a small budget, bought a good quality unbleached muslin, which we decided to use full width. We washed it thoroughly, cut our stencil, and painted, in colors suited to our room, a graceful horizontal striped floral pattern. We finished wooden rods and fastened them to the old metal ones in such a way as to increase still further the apparent width of the windows

and permit the maximum amount of light on the north.

Though the stenciling job was tedious, the girls persevered and were most enthusiastic over the change in our room when at last we pulled down the old draperies and put up the new.

Through the project they not only learned more about design but also skill in use of their hands—how to construct draperies and what beautiful effects can be achieved with little money.

They planned their own course this year—to include study of the principles of design and color, furniture refinishing, craft work, house planning.

Food Standards

Teacher: RUBY CLARK, Clinton, Arkansas

Some of our pupils pay their school fees and buy school lunch tickets by selling home-grown produce to the school. The school lunchroom thus obtains fresh fruits and vegetables not available in the grocery stores of our little mountain town as well as milk, butter, eggs, home cured meats, and canned foods; and the farmers have a market for their surplus products.

Homemaking classes study how to prepare foods for the market and set up criteria for purchase of home produced food. For example, butter purchased by the school must be free from any trace of milk or water or rancid odor; it must be moulded in a plain, oblong pound size and each pound must be wrapped in oil paper; and it must be kept in a refrigerator from the time it is moulded until it is brought to school.

For Our Unit on Child Care

Teacher: FLORENCE MCKENNEY, Langley Junior High School, Washington, D. C.

One of the students in an over-age class of slow learners had left school to be married and was now expecting a baby. For our unit on child care, therefore, we collected for her books, pamphlets, and posters on care during pregnancy.

We also planned the layette, secured needed patterns and materials, and each girl made at least one garment. Teachers and other interested persons financed the project, for the expectant mother could ill afford to do so. The layette included 2 saques, 2 wrappers, 3 shirts, bootees, 2 gertrudes, 2 dresses, 2 bonnets, 1 laundry bag, 2 oilcloth toys, 2 bibs, 1 feeding apron, 2 pillowcases, a carriage cover pieced from pink and blue outing flannel, crib sheets with a colored band made from worn sheets supplied by the school nurse, diapers with pinked edges made from worn pillow cases, and a bath tray with hand-decorated jars and tops (once paste jars from the art department) for cotton and oil containers.

After the finished articles were exhibited, each was boxed and wrapped attractively and presented to the young mother to be.

Interest was high throughout the six-week project.

Evaluating House Plans

Teacher: MRS. REBECCA K. SMITH, Selbyville, Delaware

Here's an effective way to teach house planning. Cut out and mount plans. Under each, list its good features, and on the back of the card its bad ones.

Have the girls in pairs study the plans, and after considering the good features see how many poor ones they can find and write down. At a given signal let them turn the cards over and compare their own list of bad points with yours.

At first their lists will be short, but after they have studied two or three plans, the student lists may be longer than yours! By the time each pair has studied all the plans, their ability to recognize faulty house planning has become surprisingly keen.

Deadline for submission of college club plays and skits on adjusting to changed income: April 1. See September 1945 JOURNAL, p. 431, problem 1.

Comment . . .

What Do I Get?

"Sarah Lawrence girls study chiefly history, economics, modern dancing, rather than math, or domestic science." Thus read the caption under one of the pictures illustrating an article about Dr. Harold Taylor, president of Sarah Lawrence College, in the September 24, 1945, issue of *Life*.

Informing *Life* Magazine

Life's education editor obviously was not aware of what home economics has to contribute to general and professional education. To interpret home economics to the staff of that publication I wrote to Henry Luce:

. . . *Life's* education editor is 30 years behind the times! The phrase "domestic science" is as obsolete as the curriculum it describes . . . .

Under another picture is this: "Daughter Mary, age 3, attends college nursery school." Well, child development courses and experience in the college nursery school are part of the home economics curriculum.

Enclosed is a folder on careers in home *economics* which shows students of one of our state universities in their nursery school. Incidentally, economics, which *Life* reports Sarah Lawrence girls are taking, is required of *home* economics students in most institutions as a prerequisite for courses on "consumer education."

. . . With the current interest in *education for living*, I believe your readers would enjoy a feature on what young women and men (yes, I said "men") study and *do* when they take home economics. An increasing number of men in coeducational institutions are taking home economics "courses in the family" in which the problems of family relations are studied historically, philosophically, and realistically. Men are also electing courses in nutrition and in textiles. *Life's* staff might well visit one of the following universities . . . where outstanding home economics work is being offered and report to their readers.

This illustrates one of the many ways in which your professional organization promotes home economics. Most home economists are unaware of such services but are benefited by them nevertheless.

Services Many . . . Thrilling . . .

It is unfortunate that more people cannot be for a while at headquarters, where they could see how much is being done to advance their profession. I had long been interested in the Association but was surprised and thrilled when I started working at headquarters 16 months ago to find how many services that office performs for home economists, both individually and collectively.

If home economists were not *organized* with a *national headquarters*, it would not be possible to have anyone working full time promoting home economics and working with other organizations to further mutual interests.

Home economists would not have the privilege of being one of a recognized professional group except for the vision of our leaders who set up the AHEA. *Every home economist is their beneficiary, but only through membership can she make part payment for this heritage and protect the investment of these pioneers for those who shall come after.* A closely knit association has a power impossible of achievement if *all* home economists remained "rugged individualists," unwilling to work with their fellows on a co-ordinated program.

It takes money to maintain an association, and your national dues alone cannot support it. Other sources of revenue are JOURNAL advertising, JOURNAL subscriptions to nonmembers, sale of publications, convention exhibits, and convention registration fees.

Returns on Membership

What returns does membership in the AHEA bring?

(1) THE JOURNAL OF HOME ECONOMICS. It provides a medium through which members can communicate with each other. It provides a historical record of the development of

home economics; carries news and special helps; indicates trends; and interprets social, economic, and legislative movements in relation to us as home economists and as citizens. As membership totals increase, services through the JOURNAL can also be increased.

(2) *A headquarters office.* Its staff includes seven administrative members: an executive secretary, an editor and an assistant editor of publications, a field secretary, an editor of the *Consumer Education Service*, a business manager, and an office manager; and 10 clerks, typists, and stenographers. The executive secretary co-ordinates the professional work of the Association; serves as the administrative head of the headquarters office; and maintains contacts with the many other national organizations concerned with the home.

(3) *Field service.* A full-time field secretary works with state association presidents and executive committees, attends and speaks at state and district meetings, and works with college student clubs.

(4) *Advancement of consumer welfare.* The *Consumer Education Service* goes to subscribers from September through May for $1.50. It reports government, business, and school activities of concern to consumers and promotes the Association's program for standards, specifications, and market identification of consumer goods.

The AHEA is a charter member of the *National Consumer-Retailer Council*, set up to stimulate co-operation between consumer and retailer. The Association also has close association with manufacturers through membership in the American Standards Association.

(5) *A college club program*, to develop home economics leadership for the future. *Colhecon* is the club's official publication.

(6) *Scholarships for graduate study.* The Ellen H. Richards fellowship of about $600 is granted annually. A similar one, provided by Omicron Nu biennially, and two Evaporated Milk Association fellowships of $750 each, awarded annually, are administered by the AHEA.

(7) *Helpful pamphlets and leaflets.* Among those coming out in this academic year are: *Teaching Home Economics as a Career, Family Spending in the Peace, Student Guide Book on Home Economics in Business, Handbook of Food Preparation*, and *Living Together in the Family* (Revised Edition).

(8) *National Projects.* The *Consumer Speaks* is one which offers homemakers a chance to tell manufacturers what they want to find in postwar markets. Others are clothing surveys to determine quality and quantity of clothing on the market and one conducted with the co-operative test service of the American Council on Education.

(9) *Spread of home economics in the USA.* The Association has as one of its four main objectives this year extending home economics education to more of our population.

(10) *Extension of home economics abroad* and promotion of international understanding. The AHEA administers and partly finances a limited number of scholarships for young women of other nations and is at the service of home economics visitors from other countries.

(11) *Advancement of social legislation* to improve the lot of home economists and of families. The *AHEA* has always supported legislation and agencies affecting the home. Bills on social security, maternal and child welfare, consumer protection, housing, medical care, school lunch are now being investigated to see whether they should be recommended to state associations for support.

(12) *An annual meeting*, which makes it possible for home economists to confer together on common problems and hear inspirational and informative programs.

Space does not permit a more extended list of Association activities. Members get from an organization in proportion to what they put into it, of course. The growth of the AHEA during the last decade places upon us all an added responsibility to carry out the purpose stated in our constitution: "promotion of standards of home and family life that will best further individual and social welfare."

LELIA MASSEY, *Executive Secretary, AHEA.*

From the Editor's Basket . . .

When Harriet Morris, home economist, was evacuated from Korea she salvaged her collection of favorite recipes, which have been carefully tested since then with ingredients available in the USA. Now they are published in an attractive, 50-page book, "Korean Recipes."

Photographs add to the beauty of the book and at the same time clearly show procedures. College clubs could use it as guide to preparation of a Korean dinner, put on to raise money for their contribution to the AHEA international scholarship fund, then sell the book itself for $1, clearing 10 cents on each sale. Order directly from Miss Morris, 1155 North River Boulevard, Wichita, Kansas.

"A piece in the paper" about professional activities is hard come by in these days of labor-management difficulties, atomic bombs, and marital cases. Moreover, our ideas as to what makes effective publicity have changed.

"Working with Newspapers"—one of a series of booklets on public relations techniques put out by the National Publicity Council, 130 East 22d Street, New York— is well worth the 75 cents it costs. It's by Gertrude W. Simpson, veteran publicist now serving the Girl Scouts.

Rare is the home economist who never needs to call upon "the press" to help her publicize some project. And we know of no better guide to good relations with "the Fourth Estate."

"Father Comes Home" is an excellent little 30-page booklet written to help wives and mothers make the transition of their GI's to family life as smooth as possible. Written in popular style, illustrated with amusing drawings. Prepared by the staff of the Child Study Association of America, 221 West 57th Street, New York 19, N. Y.

For your "family life unit" you'd find useful the October 1945 issue of *Childhood Education*, which has for its theme "strengthening family living." Contributors include Lawrence K. Frank, Joseph Folsom, Muriel Brown, Katharine Whiteside Taylor.

Helpful, too, would be the November issue dedicated to "seeking common values and differences in races and religions." It shows how children "can be guided toward co-operative living" and analyzes children's literature in terms of racial and religious concepts it develops.

If your library doesn't subscribe for this excellent little magazine, you can order these issues for 30 cents each from the Association for Childhood Education, 1201 Sixteenth St., N.W., Washington 6, D. C.

"Your Child from One to Six" is an excellent, 148-page publication of the Children's Bureau. This revised, attractively illustrated edition takes up practically every problem of that period of growth from bladder control to stuttering. It was written by Mrs. Marion L. Faegre and Dr. Caroline Chandler. Single copies free while the supply lasts from the Children's Bureau, USDL, Washington 25, D. C.

"Youth Centers" is a 34-page publication which presents in text and pictures what such centers do, how they are organized and run, why some fail. Single copies free from Division of Recreation, Federal Security Agency, Washington 25, D. C.

Two other government publications you may find useful are "State and Community Planning for Children and Youth" (20 pages) and "Building the Future for Children and Youth" (60 pages), both giving proposals of the National Commission on Children in Wartime. Single copies free from the Children's Bureau, USDL, Washington 25, D. C.

How to get hummingbirds to come to your window, how to construct an indoor forest or aquarium—these are two of the many interesting bits of information in an attractive, 52-page, 75-cent booklet, "Outdoors Indoors," published by the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y. "Home Play," another NRA publication, would be useful in teaching units on family life. It's 96 pages, 75 cents.

In a thrifty Dutch community families buy sheeting and make their own sheets. The home economics teacher there lost prestige because

she didn't adapt her lesson on "how to buy sheets" to the community custom. "Ability to grasp essentials and adapt details to meet the economic situation or the customs of the community is highly important."

One of the "qualifications of the home economics teacher for consumer education teaching" is thus presented in an excellent, 20-page booklet, "Consumer Education and Home Economics in the Secondary Schools." It is an important statement prepared by a committee of the AHEA and the home economics department of the NEA for the Consumer Education Study of the National Association of Secondary School Principals. Free. Consumer Education Study, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Loan sharks fatten on family crises in many of our states, some of which have no small loan laws at all, others of which have ineffective ones. State home economics associations might well add to their legislative program getting onto the statute books a good small loan law, drawn according to recommendations of such groups as the Russell Sage Foundation.

If you want to see how good a law your own state has, get "Small Loan Laws of the United States" from the Pollak Foundation for Economic Research, Jaffrey, New Hampshire, a 10-cent pamphlet, revised last November.

"**Misc. 2557-Rev.**" is the prosaic title of a 14-page publication that makes absorbing reading for home economists. It's a tabulation of reports of 371 of the nation's schools which grant degrees in home economics—and that figure includes practically all such institutions.

Among facts revealed about the 371: They granted 8,679 degrees in the 1943–44 academic year (half the AHEA's membership figures!). They had 2,009 full-time faculty members. Of them, 157 ran a nursery school; 256 had a home management house; 46 had a child in that house.

Single copies free, U. S. Office of Education, Washington 25, D. C.

"**Assignment Tomorrow**" is an excellent documentary film showing the importance of the teacher's job. It's exceedingly well done, not overidealized. Effective for recruiting teachers for the profession, for building morale among those already in the field, and for interpreting the field of education to laymen.

It is a 26-minute feature, with a 7-minute "trailer" for use with teachers, outlining the work of the National Education Association, which authorized production of the film. Address booking requests to your own state education association.

"**If specialists in home economics are to be of the greatest service** to farm women, they must do more farm visiting . . . and in some instances must actually work out problems in the farm home with the homemaker's usual setup."

Nellie L. Perkins, Wilma Beyer, and Lita Bane make this statement in their summary of findings in "A Survey of Some Fatigue Problems of Rural Homemakers," which gives emphasis to laundering facilities and practices. An 80-page bulletin of the Agricultural Experiment Station, University of Illinois, Urbana.

"**Education Steps Up Living Standards**" (10 cents) and "Education, an Investment in People" (50 cents) are two publications prepared for the committee on education of the Chamber of Commerce of the United States to point out to businessmen their stake in education. Dr. Harold F. Clark, Columbia University, wrote the first one. The second presents factual material in an excellent set of charts. Each local chamber gets one free *on request*. You might help get these publications into the hands of the businessmen of your community by asking to see them!

"**Nutrition Condition of Children** in Relation to School Lunches in Two South Carolina Rural Communities," by Ada M. Moser, 54-page bulletin of the South Carolina Agricultural Experiment Station, Clemson, might be helpful in carrying out similar studies elsewhere.

"**Vitamin A in Butter**" reports a nation-wide survey conducted by the USDA, working with 20 state agricultural experiment stations, on recommendation of the National Research Council. Single copies of this 14-page Miscellaneous Publication (No. 571) are free as long as the supply lasts from the Office of Information, U. S. Department of Agriculture, Washington 25, D. C.

National Conference of Social Work, May 19–25. Make reservations *now* through the Convention and Tourist Bureau, 602 Genessee Building, Buffalo, New York.

Association Business . . .

Homemaking Department

The homemaking department had its beginning more than 20 years ago with a small group of women who felt that home economics trained homemakers should have a place in the AHEA. It weathered a depression and a war. At times progress seemed slow and disappointment ran high; but today the department is growing in strength as the role of homemaker is gaining in prestige among all groups.

"It is vitally important to bring to American womanhood a white glow of appreciation of the role of the homemaker in our rapidly changing society," said Dr. J. H. S. Bossard in an article published in the September JOURNAL.

Our membership has increased over 25 per cent in a year, with homemaking groups in San Francisco and Davis, Calif.; Portland, Oreg.; Seattle, Wash.; Moscow, Idaho; Missoula, Mont.; American Fork, Utah; Kansas City, Mo.; Minneapolis-St. Paul, Minn.; Madison and Milwaukee, Wisc.; LaSalle County, Ill.; Cleveland, Ohio; State College, Pa.; Ruston and Natchitoches, La.; Raleigh, N. C.; Alexandria-Arlington, Va.; Washington, D. C.; New Britain, Conn. Forty state associations have homemaking chairmen.

Six-Part Program

Our program of work has six divisions, each directed by a committee:

Strengthening Home Economics, Mrs. George Toepfer, Milwaukee, chairman. Committee members are studying ways of interesting professional homemakers in AHEA and of getting home economics training into elementary, secondary, and adult education programs.

Strengthening Family Life, Mrs. LaVerne Brindley, Moscow (vice-president of our homemaking department), chairman. Her committee has mailed to each homemaking group plans for a community family life institute, a "platform" for a program of family life education prepared by a committee of the AHEA, and is studying other material in that area.

Participation in Legislation, Mrs. Kathryn Everett, Washington, D. C., chairman. Her committee has mailed to all our clubs Congressional Guides prepared by the National League of Women Voters and has urged study of such bills as the Wagner-Ellender-Taft housing bill (S1592), the Pepper maternal and child welfare bill (S1318), school lunch bills *which provide for nutrition education and for supervision by educators*, and federal aid to equalize educational opportunities throughout the nation. The revised housing bill (S1592) has sections which make it less hazardous for a family to build a home and deserves the support of us homemakers.

Of homemakers *everywhere* who complain about conditions, the committee asks, "Have you written your congressmen?"

Housing, Mrs. Blanche Lewton, Takoma Park, Maryland, chairman. Reprints from the April 1945 *Architectural Forum* and 11 lectures given at the Home Planning Institute of the Washington (D. C.) Building Congress, sponsored by the U. S. Chamber of Commerce, have been made available. The committee is conducting a study to determine what trained homemakers want in the home of tomorrow and will report findings soon.

AHEA Consumer Interests Work, Mrs. Florence Johnson, Minneapolis (chairman-elect of our department), chairman. The committee has urged sharing in the Consumer Speaks Project and informing producers as to what they need and want in consumer goods.

Work with the family economics division on its study of the training in economics and management desirable for the job of homemaking, The State College (Pennsylvania) section, Mrs. A. C. Cloetingh, chairman, with Calla Van Syckle, Carnegie Institute of Technology.

A booklet to help in organizing homemaking clubs is being published.

The department newsletter, edited by Mrs. Martha MacGregor of Arlington, Va., carried in its fall issue a history of the department.

This is an important era for the profession of homemaking, hence a busy year for our department. The need for applying home economics training to daily living challenges home economics trained homemakers everywhere.—MRS. BERNYECE JOHNSON, *Chairman, Homemaking Department.*

New Books . . .

Nutrition and Chemical Growth in Childhood. Volume II, Original Data. By ICIE G. MACY. Springfield, Illinois: Charles C. Thomas, 1945, 1043 pp., $10.

Interpretations of scientific findings are man-made and subject to change, but *data* carefully collected are eternal. Their significance often *increases* in the light of subsequent investigation.

In this volume, second in a three-part series, Icie G. Macy, PhD, ScD, presents data secured in extensive studies carried on under her direction in the research laboratory of the Children's Fund of Michigan. This compilation is a challenge to every student of nutrition, biochemistry, and child development. *In a readily accessible form, it provides the most complete set of data in existence, of their kind, on normal children, maintained over extended periods of time on carefully controlled dietary regimens.*

Dr. Macy's policy, making as many concurrent observations as possible, permits integration of many factors in the growth process. Observations were made with children 4 to 12 years old, for intervals up to 225 consecutive days, and with some children at two and three different ages.

The data include determinations for 16 different minerals in food, feces, and urine and for water, fat, nitrogen, complex carbohydrates, and energy and results of numerous blood and basal metabolism determinations. In addition to height and weight measurements the volume contains many life-size reproductions of roentgenograms of the hand, elbow, shoulder, hip, knee, and foot; the records of their assessment by various standards; and anthropometric measurements.

A supplement gives extensive data upon the nitrogen, calcium, and phosphorus metabolism of preschool children, obtained by Dr. Julia Outhouse Holmes at the University of Illinois—data which enhance the value of the book as a reference. Comparable values given for abnormal children add to the usefulness of the volume.

The book could be used as a research reference or as a basis for comparison of results obtained with children living elsewhere or on different dietary programs—although it is not claimed that the data form standards of growth.

With the aid of Volume I, which gives the average values and methods, small parts of the study may be reproduced in other laboratories.

Students in colleges which offer advanced courses in nutrition and biochemistry but lack complete facilities for research could derive from this volume stimulating experiences from the interpretation of data. Ingenious teachers and students will find in data problems for both class and individual work, thus vitalizing the subject and creating an interest in research.

The third volume of this series is to contain the author's analysis of the data.—MRS. ERCEL S. EPPRIGHT, *Iowa State College.*

A Workbook in Child Development. By GEORGE E. SCHLESSER. Philadelphia: W. B. Saunders Company, 1945, 98 pp., $1.

This workbook is designed to accompany *Child Development* by Marion E. Breckenridge and E. Lee Vincent. Most of the material is devoted to test questions, both of the essay and the objective type, planned for use by the student in self appraisal of mastery of the subject matter as presented in the textbook. Blank "growth charts" are included for the student to construct as he progresses through his study of various aspects of child development, i.e., physical growth, motor control, mental growth, and social and personality development. It is not a laboratory manual and has little in the way of exercises or suggestions for the observation of children.

With the workbook is a "Teachers' Guide" which gives the answers to all of the objective questions, two examinations with tentative norms, a completely filled out "growth chart," and a list of films and recordings for classroom use.

An interesting feature of the essay questions is their organization on two levels. The first deals with the textbook material, while the second, suggested as optional, is much broader in content. Many of these questions are to be used with the suggestions for further study given at the end of each chapter in the text.

Some of the objective questions seem extremely obvious, and others are so debateable in view of the present knowledge of child development that a "true" or "best" answer is difficult to determine. Unless it is skillfully used, this type of workbook

tends to limit the students' study to learning what is "right" as stated in a single text. As a help in checking the mastery of the principles of child development, however, it will be of value as an accompaniment to the Breckenridge-Vincent book.—RUTH STAPLES, *University of Nebraska.*

Personal Problems of the High School Girl. By FRANCES S. MILLER and HELEN LAITEM. *Second Edition.* New York: John Wiley & Sons, Inc., 1945, 433 pp., $2.50.

The authors have expanded their first edition of this book to include a wide range of well-selected subject matter to help the high school girl with her personal, social, and economic problems. Emphasis is given to her health, personal appearance, and grooming; her understanding of behavior and her relationship with her family and friends; and the use of her money and leisure.

The material is well organized and conforms to accepted theories and practices. It is written in an informal, personal manner which should appeal to the high school girl. The illustrations are convincing and add much to the teaching qualities of the book. Both teacher and students will find the bibliographies, study aids, and activity suggestions at the end of each section helpful. —RUTH D. MORLEY, *Alabama Polytechnic Institute.*

Economics for Consumers. By LELAND J. GORDON. *Second Edition.* New York: American Book Company, 1944, 666 pp., $3.75.

This edition improves upon a good first, adding new chapters and bringing the old up to date. The book's scope is broad: choice-making, consumption patterns, management of income, and the consumer-buyer's position in our economy. It would serve as the text for a general course in family economics or consumption or as a useful reference for more specialized courses.

Presentation is thought-provoking rather than rule-providing—another asset. Thus the chapter "Buying Shelter: To Own or Rent" compares actual yearly outlays of owners and renters, gives data on indirect costs and advantages and disadvantages to be considered by the prospective buyer. Illustrative cases help students apply abstract principles. I've used the text myself, and our students like it.

The book's central theme is consumer welfare—how it is now served in our economy and how it can be advanced. In controversial areas the author presents the pros and cons but does not hesitate to add and support his own views.

Two chapters on life insurance answer the reviewer's prayer for a clear, brief, functional treatment of the topic. But the book lacks a discussion of how to integrate one's commercial life insurance program with social security provisions—a real problem for most of the country's families. Perhaps this and more material on restraints of trade can be added in the next revision.—DAY MONROE, *University of Washington.*

See Here Private Enterprise! By H. SABIN BAGGER. New York: Island Workshop Press Co-operative, Inc., 1945, 152 pp., $1.50; cloth $2.50.

The theme of this popularly written little book: Large corporations "just growed" in this country, without adequate government control. Now they and their relatives, international cartels, determine production quotas and prices of all too many necessities and comforts. This economic power must have democratic government regulation if we are to have national and international well-being and peace.

But the public has not understood the situation —is susceptible to the skilled propaganda of business. Hope lies in people's learning to help themselves.

Business practices contrary to public and national interest are described in a style definitely nonacademic. The reader desiring a less striking presentation may turn to the supporting references, such as reports of the Bone patents committee, the TNEC, and the Kilgore committee.

The book is better at diagnosing ills than prescribing remedies, but for persons needing a stimulant to substituting thoughtful consideration for acceptance of catchwords this type of reading may be a first step toward more informed citizenship.—DAY MONROE, *University of Washington.*

Getting Acquainted with Jewish Neighbors. By MILDRED MOODY EAKIN. New York: The Macmillan Company, 1945, 100 pp., $1.

The author, a director of religious education, has found through her teaching experience that personal acquaintance with Jewish people, accompanied by accurate information about their customs, tends to bring tolerance among others. "Group isolation" and "opinions of people en

masse" may foster prejudice; these are likely to vanish when substituted by a mental image of Jewish neighbors and friends.

Information and practical plans are given in the book for bringing about understanding of Jewish symbolism, ceremonies, and festivals, such as Bar Mitzvah, Succah, Mezuzah, and Purim. There are many helpful suggestions for creating appreciation of differences in people, discovering the similarities of the Jewish faith and the Protestant religion, and learning through biographies, such as that of Irving Berlin, the contributions of Jews to the building of America.

Many visual aids are given and also directions for making stereoptican slides and for securing Kodachrome ones. Words and music of several Jewish songs add interest.

While this little book was primarily written for work with children between the ages of 9 and 12, it could be adapted for use with older groups and would be of interest to home economists who wish to help carry out that part of the AHEA's 1945–46 program of work concerned with "intergroup tensions."—MARY FRANCES INMAN, *Chico State College, Chico, California.*

Quantity Recipe File. By LENORE M. SULLIVAN. *Third Edition.* Ames, Iowa: The Collegiate Press, 1944, $3; with steel container $4.

A recipe file which should be helpful in almost any food service department or institution kitchen either as an aid in standardizing food production or as a source of suggestions for menus or for new or improved methods in food preparation.

The recipes, printed on 4″ x 6″ cards, include the ingredients, which are given in both weight and measure; simple, concise directions in step by step procedure; number and size of portions; and, where necessary, the size pan to be used. The cards are indexed and numbered.

The file includes recipes for almost all food groups and certain valuable information pertaining to egg cookery, salad and sandwich making.—RUTH L. GODFREY, *University of Vermont.*

Pro and Con of the PhD. By CARROLL ATKINSON. Boston: Meador Publishing Company, 1945, 172 pp., $2.

This book consists of excerpts from 40 or so papers selected from among 400 written on the PhD. The author's remarks are sketchy, probably to leave the reader free to sift the wheat from the chaff; but it made the book resemble some of the PhD dissertations criticized so severely in parts of the book and left me asking, "What of it?"

The first chapter, "Historical Background of the PhD," was to me the most interesting. It reported that Yale in 1861 granted the first three PhD's in the USA; that the University of Pennsylvania was second in 1873; that by 1876, 25 institutions had granted 44 such degrees.

The 10 pages of chapter 3 devoted to quoting Rockwell Hunt could well be read by all PhD candidates, who, he says, should be "well rounded, sharply focused." The chapter on "Controversy as Waged over the PhD" was unduly prolonged and offered few constructive criticisms. Only 22 of the 172 pages are devoted to quotations on "Proposed Reforms of the PhD," and much of this is extraneous material. The book might well discourage some readers from undertaking a PhD.—CHARLOTTE M. YOUNG, *Cornell University.*

Annual Review of Biochemistry. Volume XIV. Edited by JAMES MURRAY LUCK and JAMES H. C. SMITH. Stanford University P.O., Calif.: Annual Reviews, Inc., 1945, 856 pp., $5.

Many of the 28 papers published in this volume are of direct concern to home economists. Among them are the 37-page summary of the year's papers on human nutrition and the paper on the chemistry and the metabolism of the amino acids and proteins, fat metabolism, mineral metabolism, the water-soluble vitamins, the fat-soluble vitamins, and the chemistry of the hormones.—H. P. H.

Social Work Year Book, 1945. Edited by RUSSELL H. KURTZ. New York: Russell Sage Foundation, 1945, 620 pp., $3.25.

A useful volume to home economists who wish a better understanding of today's social problems. Part I, three-fourths of the book, has signed articles by authorities in the field; Part II is a directory of national agencies, governmental and voluntary, which carry out the various programs. That 87-page directory presents tersely the activities and purpose of the different agencies and should be helpful to home economists who want to tap local or state resources for help in carrying out some of their own programs.—H. P. H.

Abstracts . . .

FAMILY ECONOMICS

Contributed by Margaret Brew, Berta Friend, Louis P. Hellman, Emma G. Holmes, and Jean L. Pennock of the Family Economics Division, U. S. Bureau of Human Nutrition and Home Economics

Surveys of liquid assets holdings, E. T. WEILER. *Federal Reserve Bull.* **31,** No. 9 (Sept. 1945), pp. 865–871.

The USDA Bureau of Agricultural Economics made experimental surveys in a rural and an urban section for the Board of Governors of the Federal Reserve System to test methods of studying who hold the large volume of liquid assets resulting from wartime prosperity and what their attitudes toward use of the assets are. Areas studied were Birmingham, Alabama, and Douglas County, Illinois.

Most of the liquid assets in the two sections were held by urban families having less than $125 weekly income and rural families having less than $6,000 a year. Within each income class, ownership of holdings tended to be concentrated. About three quarters of the holdings in each income group was held by one third of the families in the group. These urban and rural third groups had certain characteristics in common.

Most of the holders of time deposits or war bonds indicated that they would hesitate to use them to buy luxury items or durable goods but might use them to buy permanent assets.—J. L. P.

The development of dietary standards, L. B. PETT, C. A. MORRELL, and F. W. HANLEY. *Can. J. Pub. Health* **36,** No. 6 (June 1945), pp. 232–239.

The construction and use of dietary standards (A statement adopted by the Canadian Council on Nutrition, June 8, 1945). *Can. J. Pub. Health* **36,** No. 7 (July 1945), pp. 272–275.

Lack of correlation between diets and the physical condition of the Canadian population revealed by dietary surveys has caused critical examination of recommended allowances of the U. S. National Research Council adopted by the Canadian Council on Nutrition in 1942.

No one dietary standard can measure the health of an individual, for individual requirements vary even if other factors such as age and sex are equal. It is suggested that data on human requirements for various nutrients be assembled in frequency tables. From these may be made distribution curves for a whole population and probability tables indicating whether a person with a characteristic nutrient intake has a 5 or a 95 per cent chance of suffering from malnutrition. Thus to obtain a desired standard for thiamine for a sedentary man it would be necessary to know requirements of a significant number of such individuals, to provide a range of requirements, for which a mean could be calculated. Such information is not available for most nutrients.

From existing meager information approximations are presented which could be used to plan food supplies for a population. It is suggested that they replace the higher allowances recommended by the U. S. National Research Council to meet the nutrition goal and avoid excess intakes which may be wasteful.—B. F.

The economics of public measures to subsidize food consumption, H. M. SOUTHWORTH. *J. Farm Econ.* **27,** No. 1 (Feb. 1945), pp. 38–66.

Public measures to subsidize food consumption are set up (1) to increase or improve food consumption; (2) to increase returns to producers; (3) to improve, protect, or cushion the marketing structure; (4) to implement economic aims of the government.

The chief types of programs used or proposed in this country are: general relief; USDA distribution programs (surplus commodity distribution, food stamp, school lunch, and relief and school milk distribution programs); "roll-back" and "hold-the-line" subsidies; and the proposed national food allotment plan.

The programs vary as to consumer beneficiaries, subsidy rate, restrictions on the use of subsidy funds, and the marketing mechanism through which the subsidy is effected. The subsidy is most effective in plans such as the stamp plan,

where low-income families are reached and where the family's food expenditures are frozen (as, for example, by their purchase of orange stamps).

As demand for food is less elastic among high- than among low-income consumers, an unrestricted price subsidy increases consumption more among low- than among high-income families. But the type of program in which funds are largely restricted to food raises consumption more.—F. C.

Food consumption surveys, C. I. JOHNSTON. *Econ. Analyst* **15,** No. 3 (Aug. 1945), pp. 62–65.

Family income and number of children per family greatly influence food consumption. A classification of families by income per person showed that the consumption per person of milk, ice cream, and meat (particularly lamb, bacon, ham, and poultry) varied with income per person. Apparent differences in consumption by occupational groups and by groups of various national origins resolved into differences due to income.

Sole requirement for adequacy of farm food is not money expenditure. Two recent surveys indicate that the nutrients in which the diets were most lacking could have been obtained from foods which could be produced on the farms or from inexpensive cereals.—B. F.

Some pictures of food consumption in the United States: Part I, 1630 to 1860, CALLA VAN SYCKLE. *J. Am. Dietetic Assoc.* **21,** No. 8 (Sept.–Oct. 1945), pp. 508–512.

An interesting historical presentation of patterns of food consumption in the United States resulting from geographical differences, varying stages of development, varying socioeconomic conditions, and differences in race and national origin is given for the Colonial period, 1630 to 1800, and the period 1800 to 1860.—B. F.

Food buying for Vermont farm homes, M. MUSE. Vt. Agr. Expt. Sta. Bull. 514 (June 1944), 54 pp.

In 1942, twenty farm homes in each of 5 areas were visited to obtain information about food buying habits. The stores of each area were visited for information as to services given to customers, foods stocked, sanitary conditions, arrangements, displays, location of scales, and types of record given to customers. Findings were recorded as to brands, qualities, styles, types, sizes of containers, and prices of various foods.

The study showed that money can be saved by choosing the lowest priced store; buying foods in the largest quantities suitable for family needs; buying bulk foods of suitable quality; buying at the bottom of the seasonal price cycles and on special sales; buying food best suited for intended usage; selecting a reliable merchant; reading net weights as marked on labels and calculating costs on the basis of a standard unit; being on guard against error, carelessness, and fraud.—B. F.

The adequacy of diets of 38 Honolulu families on relief, M. POTGIETER. Hawaii Expt. Sta. Bull. 94 (June 1944), 35 pp.

The 28-day food records of relief families showed three-fourths of the diets to be either very poor or dangerously poor with greatest deficiencies in calcium and vitamin B_1.

The families, on the average, spent 5 per cent more than the minimum sum needed for adequate diets. Usually the fault lay in choice of too little milk and whole grain cereal foods, too much refined cereal foods and meat, and too few green and yellow vegetables. Foods often purchased unwisely were: expensive cooked meats and vegetables, canned foods, prepared cereals, sweets, all fresh milk in place of part evaporated milk. Buying in uneconomical quantities was common.

Dental data obtained on 90 of the 129 school children in the 38 families showed an average of 9.2 decayed teeth per child.

Each family was shown results of its own study and given suggestions for a planned food budget, with at least half of the cereals whole grain, and with much lower meat expenditure.—B. F.

The Braddock steelworker—An income and expenditure study for January 1945 of steelworkers in Braddock, Rankin, and North Braddock, Pa. Published by United Steelworkers of America, Pittsburgh, Pa.

This study is based on one month's income and expenditures of 126 steelworker families representing 3 per cent of the families eligible for inclusion in the survey. Data show the average steelworker's income, expenditures for the various goods and services and savings. Adequacy of housing and medical care is also discussed.

Expenditures for the average steelworker's family equaled the spendable family income, thus preventing any net savings. If retail prices remain the same, elimination of the 48-hour week and the resultant drop in family income will force the

average steelworker to cut his expenditures by $13 a week, or dip into his savings, or go into debt to meet the obligations of family living.—L. P. H.

Experimenting in rural health organization, J. E. MONTGOMERY. *Rural Soc.* **10,** No. 3 (Sept. 1945), pp. 296–308.

This article reports the experimental prepayment program in Newton County, Mississippi, one of six such rural programs subsidized by the USDA. There, about 43 per cent of the population joined, and both members and professional persons involved have found it satisfactory.

Study of its operation suggests, however, that a voluntary plan will never reach all those eligible and that low-income families that are a poor actuarial risk will be over-represented in it. To be efficiently administered, such a plan should involve an area larger than one county. The program should be safeguarded as to quality of service and should include preventive and public health measures.—J. L. P.

Consumer demand and purchases of 75 clothing and textile items: year 1943 and 1st quarter 1944. Facts for Ind. Series 15-1-1, Civilian Relations Div., Office of Civilian Requirements, War Production Board (June 2, 1945), 73 pp.

Nearly 5,000 families were interviewed last March to learn quantities and prices of 75 clothing and textile articles purchased and also "unsuccessful attempts to buy." Reasons why people did not buy and "satisfaction with the last purchase" were also asked. Clothing "shortages" are reported for various age-sex classifications, by income groups, by rural and urban families, and by geographical region.

For the first quarter of 1944, sheets and sheeting, lower-priced house dresses, and infants' and children's clothing were most often reported under "tried but unable to buy." People of the northeast section less frequently reported inability to purchase clothing and textile articles than did those in other regions. Farm families were less successful than nonfarm families in purchasing needed articles.—M. B.

The textile shortage in the first quarter of 1945. Bull. from the Civilian Surveys Div., Office of Civilian Requirements, War Production Board, Series T, No. 18 (Aug. 15, 1945), 23 pp., mimeo.

A preliminary report of the fourth survey of consumer requirements shows that purchase of items of clothing included in the survey declined 16 per cent between the first quarter of 1944 and the first quarter of 1945; purchases of sheets and yard goods declined 41 per cent. In that period the total number of clothing and textile articles purchased and those sought in the market had increased, especially in sheets and yard goods. Number of complaints about clothing and textile purchases, especially their price, also increased. Complaints about price or quality rose from a fourth of the purchasers in 1944 to about a third in 1945. Goods sought with least success were wide sheeting, cotton dress fabrics, sheets, overalls, lower-priced house dresses, men's and children's pajamas, children's union suits, men's and boys' shorts, and girls' cotton slips. Success in purchasing was still greatest in the northeast part of the USA and in cities.—M. B.

Management in Michigan homes, I. H. GROSS and E. A. ZWEMER. Michigan Agr. Expt. Sta. Tech. Bull. 196 (June 1944), 92 pp.

This bulletin reports a study of managerial practices in 382 Michigan farm and village homes. Phases considered were management of money, of specific goods, and of time and energy, household production, and long-time family planning. Variations in managerial practices as affected by place of residence, economic level, occupation, composition, education, income, and housing facilities of families are presented.

For the most part, there was a lack of conscious planning. Planning was more evident in menu making and work plans than in use of money; for savings more than for current use. The family management pattern was generally democratic as between husband and wife. Decisions as to money were reached jointly by one-half to three-fourths of the husbands and wives. The part of children in management was found to be less democratic.

Conservation of materials was a recommended managerial practice that was widely accepted, especially in low-income groups, while making of wills and keeping of financial records other than accounts were least accepted. High-income groups used recommended practices more generally than did low-income groups; village families, more than farm families. However, more families at the medium economic level than at the high or low levels made budget plans, and more village than farm families made them.—E. G. H.

FAMILY RELATIONS AND CHILD DEVELOPMENT

Contributed by Mary Frances Reed and Mildred Thurow Tate, Virginia Polytechnic Institute, and Ruth Staples, University of Nebraska

Education—by whom, for what? A. J. BRUMBAUGH. *Annals Am. Acad. Pol. & Soc. Sci.* **241** (Sept. 1945), pp. 113–122.

The author considers the educational aspects of military training—literacy, health, vocational training, and citizenship—rather than defense aspects and declares that educational needs of our children, which the war has so sharply focused, cannot be adequately met through peacetime universal military training.

We must rather build these foundations throughout childhood and youth: by improving schools so that no youth capable of learning shall remain illiterate until 18 or 20; by developing health education and health services on a nationwide scale so that both young men and young women will be physically improved; by combining liberal and vocational education in existing schools so that youth will have technical skills adequate for either war or peacetime living; and by educating youth for responsibilities of citizenship.—M. F. R.

Childhood and adolescent adjustment of Naval successes and failures, G. E. GARDNER, LT. COMDR., USNR, and N. GOLDMAN, LT. COMDR., USNR. *Am. J. Orthopsychiatry* **15,** No. 4 (Oct. 1945), pp. 584–596.

To study the factors associated with discipline cases in the Navy, factors in childhood and adolescence for 500 unselected consecutive enlisted sailors confined to a USN disciplinary barracks were compared with those of 200 enlisted men who had been in the service at least a year and had had no disciplinary action of any kind.

The disciplined group had more than 3 times as many parental cases of divorce, separation, desertion, or mental hospital confinement, more often ran away from home, were more often retarded in school, had greater difficulty in adjusting to an organized social group, showed many more signs of instability, had twice as many early sex experiences and started this behavior at an earlier age, were less well adjusted in marriage, and had more cases of antisocial behavior persisting beyond the adolescent period.

The frequency of appearance of these factors in the disciplinary group, as compared with the relative infrequency of occurrence in the control group, provided a reliable basis for prediction of success or failure in the naval service.—M. T. T.

Emotional aspects of convalescence, M. J. E. SENN. *The Child* **10,** No. 2 (Aug. 1945), pp. 24–28.

The article describes some reactions of infants and children recovering from physical illnesses, motives underlying emotional responses, some aids in treating sick children.

A child's dominant affective state is of chief concern. His emotional response depends upon (1) physical, intellectual, psychological status of child at onset of illness, a status which is closely related to the mother-child tie; (2) the nature of the illness—acuteness, type, duration of symptoms, length of convalescence; (3) meaning of the illness to the patient—whether it threatens his security in removal from loved ones or gives him satisfaction because of special attention he receives; (4) interpersonal relationship of patient and nurse, patient and physician.

The medical worker may be friend, hero, or foe. Social workers who are liaison between hospital and home and play opportunities color children's outlook in convalescence. The sick and the well child must be considered as persons with emotional needs closely related to their physical states and to their social contacts. Convalescent care aims to restore physical function and mental well-being and to prevent psychological and somatic residua. —M. F. R.

Freedom and authority in adolescence, F. J. HACKER, MD, and E. R. GELEERD, MD. *Am. J. Orthopsychiatry* **15,** No. 4 (Oct. 1945), pp. 621–630.

Through disappointing experiences in handling adolescents in the Southard School, the authors conclude that adolescent disturbances can be better handled when treated with firm authority rather than in an atmosphere of unlimited freedom. Granting of unlimited freedom leaves the adolescent unprotected in the throes of anxiety, induced by his instinctual urges, while limitations on freedom and the imposition of authority significantly aid the patient's weak ego.—M. T. T.

Patterns of parent behavior, A. L. BALDWIN, J. KALHORN, and F. H. BREESE. *Psychol. Mono.* **58,** No. 3 (1945), 75 pp.

Using a previously developed set of rating scales for 30 variables of parent behavior, a group of

parents were rated by a trained home visitor. Clusters of related variables were selected by statistical treatment in order to identify any existing patterns of variables around which parent behavior may be organized.

Rejectance of children characterized 25 per cent of the parents studied and showed itself in two distinct forms: unconcern, or active dominance and hostility. Other parents neither rejected nor accepted their children but were termed "casual," e.g. they were consistently mild and casual in their emotional relationships with their children. These could be classified into two groups: those displaying autocracy and those given to indulgence.

Three types of "acceptant" homes were distinguished: the "indulgent," marked by child centeredness and overprotection and deep emotional attachment of parent and child; the "democratic," characterized by a policy of freedom and democracy of guidance and marked by a somewhat cold objectivity; and the "democratic indulgent," where the parents were warm and understanding yet democratic in their policy of discipline.

Education of the parents appeared to be necessary but not sufficient to insure a democratic home. Farm families tended to fall into the autocratic casual class, possibly a reflection of a cultural pattern. There was some evidence of a positive relationship between democratic parent behavior and the mental and social development of the child. The authors suggest that democracy in the home has two prerequisites: maturity of emotional relationship between parent and child and the adoption of democratic methods of child management.—R. S.

Social interests of young adolescents, G. HILDRETH. *Child Devel.* **16**, Nos. 1 & 2 (March–June, 1945), pp. 119–121.

The high school form of the Hildreth Personality and Interest Inventory was given to a group of junior high school boys and girls aged 10 to 14. Their responses included the nature and extent of their interest in spare-time activities.

Two classifications of interests were made: those which signified social interests of a heterosexual nature (such as dancing, having dates, and going to parties) and those which did not.

Results bear out the general observation that girls mature earlier than boys in the social interests that appear to be related to their earlier physiological sex maturation. While the majority of 13 and 14 year old girls prefer such activities to other pursuits, more than 75 per cent of boys of a like age prefer working with tools and electricity, sports, etc.

This difference in interests doubtless accounts for the social incompatibility of boys and girls in junior high school.—R. S.

Education as an aid to co-operation, G. PLAZA. *Annals Am. Acad. Pol. & Soc. Sci.* **240** (July 1945), pp. 131–134.

The author, ambassador from Ecuador to the USA, points out the need to bring about better understanding and closer relations among peoples of North and South America and describes one way in which that is being done in Quito.

The Nazis had established a beautiful modern school at Quito, charged low tuition, brought in Nazi teachers, and began from kindergarten age through the high school to teach Nazi philosophy. When some parents heard their children "heiling" they withdrew them and began their own co-operative school, financed at first by themselves, headed by an American woman working with Ecuadorean teachers.

The next year the USA paid salaries and transportation for four more American teachers. The American Council on Education helped secure buildings. Tuition is kept low in order to reach many children. There are 650 students, 12 American and 16 Ecuadorian teachers. The youngsters are learning to love their own country and also to speak English and to understand the value of democracy.—M. F. R.

The veteran as seen in a private family agency, D. V. THOMAS. *The Family* **26**, No. 6 (Oct. 1945), pp. 203–208.

A study of 40 records of services given to veterans of World War II and their families showed their problems in order of frequency to be: marital difficulties, financial needs, disabling physical illnesses, and child care. Most of the problems were of long standing and were only intensified by military service. Plans must be developed soon by which communities can help veterans and their families meet these needs. Better co-ordination of services not only within communities but also between the military, veteran, and civilian agencies is needed.—M. T. T.

FOODS

Contributed by Elsie H. Dawson of the Division of Foods and Nutrition, U. S. Bureau of Human Nutrition and Home Economics

Removing carrot tops at harvest cuts water loss. *Food Field Reptr.* 13, No. 23 (Nov. 12, 1945), p. 61.

Removing carrot tops at the time of harvest preserves moisture in the roots and preserves the appearance of carrots for a longer period.

When stored at 70° F and a relative humidity of 65 per cent, topped carrots lost about 40 per cent less moisture than did roots of carrots with tops attached. At a storage temperature of 40° F and a relative humidity of 70 per cent, topping of carrots resulted in a 55 per cent reduction in shrinkage losses during a 17-day period.

Changes in carbohydrates and carotene content were practically the same, regardless of whether the carrots had been topped or not.

Effects of aging, freezing rate, and storage period on palatability of broilers, G. F. Stewart, H. Hanson, and B. Lowe. *Food Research* 10, No. 1 (Jan.–Feb., 1945), pp. 16–27.

Thirty-six broilers were divided into 2 groups: One group was held 18 hours before freezing, and the other was frozen within 2 hours after killing. Each group was divided into 3 lots: one lot was frozen at —90° F, another at −50° F, and the third at —5° F. At the end of 9, 23, 37, 51, 65, and 79 days after slaughter one bird from each of the 6 lots was removed from storage, thawed, cooked, and scored for palatability.

The freezing time varied from about 10 minutes for birds frozen at −90° F to about 5 hours for those frozen at −5° F.

In the early frozen-storage periods the differences in palatability scores between the fresh controls and the frozen broilers were not significant. With longer storage the scores for the frozen broilers decreased, the differences between the fresh and frozen birds becoming highly significant for all palatability factors after 51 days of storage.

Aging before freezing or rate of freezing did not affect palatability scores. The appearance of all birds was excellent after thawing except that the bones and the meat next to the bones were commonly darker than those of the fresh controls. There was no evidence of desiccation and no measurable drip from any of the thawed birds.

The microscopic study showed that both the rate of freezing and time of aging before freezing affected the histological appearance of the muscle fibers. Intrafibrillar freezing occurred in broilers frozen at −50° F within 2 hours after killing, whereas no intrafibrillar freezing occurred in broilers frozen at −5° F within 2 hours after killing. In general, intrafibrillar freezing did not occur in any broilers held 18 hours before freezing regardless of freezing temperature used.

Canning certain vegetables with hydrochloric acid, R. C. Burrell, E. M. Johnson, B. J. Rice, and P. J. Sohn. *J. Chem. Educ.* 22, No. 8 (Aug. 1945), p. 409.

Snap beans and a vegetable soup mixture were canned by processing in a water bath. Twenty-five cc of 0.5 N hydrochloric acid was added to each pint to lower the pH to at least 3.7. Fifty cans of the vegetable mixture and 40 cans of snap beans were kept 6 months to 1 year without spoilage. The acidity favored the preservation of the vitamin C content. Before the vegetables were served, the acid was nearly neutralized with baking soda.

Histological characteristics, tenderness and drip losses of beef in relation to temperature of freezing, R. L. Hiner, L. L. Madsen, and O. G. Hankins. *Food Research* 10, No. 4 (July–Aug., 1945), pp. 1–13.

Five pairs of samples, each a 1.5-inch cube, from the short loins of 4 shorthorn steers were frozen in still air at 18°, 0°, −10°, −40°, and −114° F. The frozen samples were sectioned and examined microscopically, and representative fields were photographed.

The lower the temperature in freezing meat, the more tender was the meat, and the smaller was the drip loss of the meat in thawing. This was due to increased fiber rupture by intrafibrillar ice formation, as well as to stretching and rupturing the interstitial connective tissue.

When water freezes, it tends to crystallize as pure water, pushing aside the substances that are dissolved or suspended in it. As a result when freezing takes place slowly, at 18° F, ice crystals form between the muscle fibers and push the fibers into large semi-dehydrated groups. When the freezing temperature is lowered to −114° F, however, there is less time for transfer of water into the spaces between the cells. Tiny ice crystals form between the fibers and rupture them, thus

causing the meat to be more tender. Drip losses are greater when large ice crystals are formed against fiber bundles than when minute crystals are formed between the cells.

Composition of tomatoes, G. Lo Coco. *Food Research* 10, No. 2 (March–April, 1945), pp. 114–121.

Generally it was found that the higher the total solids of tomatoes the higher also were the reducing sugars, ascorbic acid content, and pH and the lower the acidity. The highest total solids were found about the middle of the season or September 20 to October 10; the lowest, at the first and last of the season. The highest ascorbic acid content was near and before the ripening state and lowest in green or overripe tomatoes.

The composition of tomatoes varies from season to season and from one locality to another in the same season owing to the climate. Localities with a hot, dry climate have a lower average of total solids than those with a milder one. Variation from one grower to another in the same locality may be due to soil conditions and different methods of cultivation and irrigation.

Starch sponge—a promising new ingredient, G. E. Hilbert, M. M. MacMasters, M. J. Cox, C. W. Bice, M. Hedges, and V. L. Getz. *Food Ind.* 17, No. 8 (Aug. 1945), pp. 878–882.

Dry starch sponge is prepared by cooling a cooked 5 per cent paste of commercial corn, wheat, or potato starch to temperatures of from −2 to −16° C; the frozen mass is thawed and pressed to remove most of the free water and then oven dried to 2 per cent moisture. The product is light and porous, crisp, quite strong, and practically flavorless. It will absorb several times its own weight of liquids. It does not deteriorate in quality at room temperature in cardboard boxes for periods as long as four months.

The procedure for preparing a sponge containing flavoring, fruit, or vegetable pulp, or other edible materials is essentially the same as described. The ingredients can be added either before or after the paste is made. Practical uses in bakery products, confections, and specialty foods are suggested.

Seasonal changes in Florida grapefruit, P. L. Harding and D. F. Fisher. U. S. Dept. Agr. Tech. Bull. 886 (April 1945), 100 pp.

The total ash content of the juice was generally highest in immature fruit and gradually decreased as maturity progressed. A slight increase in very ripe fruit was indicated. Content of calcium and magnesium and in some cases of potassium appeared greater in the fruits picked in November as they approached maturity than in those picked in May. The most manganese was found generally in very ripe fruit. Iron content showed no definite trend. Soluble pectin, protopectin, and middle-lamella pectin were highest in immature fruit; they generally decreased with the ripening of the fruit, protopectin decreasing more consistently than soluble pectin. Middle-lamella pectin was erratic but tended to decrease as the fruit ripened.

During the commercial shipping season the acidity of the juice decreased gradually with ripening. Reducing sugars increased with ripening. Sucrose usually increased during the fall, remained rather constant during midseason, and decreased sharply between February and April. Total sugars increased during the fall and midseason and usually remained constant in ripe fruit. Total solids generally increased slightly during the earlier stages of maturity and remained more or less constant after the fruit was ripe.

Duncan variety contained higher total solids than Marsh, and both varieties on sour orange rootstock had more than they did on rough lemon rootstock. A downward trend in total acid generally characterized both varieties as they ripened. The solids-acid ratio generally increased with the ripening of the fruit.

Spraying trees and fruit in July with lead arsenate reduced the total acid and thereby increased the total solid : total acid ratio. This also resulted in earlier maturity and a more palatable fruit. There was a gradual lowering of concentration of ascorbic acid as the fruit matured and ripened, but the total ascorbic acid increased as the volume of juice increased.

Quality of canned orange juice, J. M. Boyd and G. T. Peterson. *Ind. Eng. Chem.* 37, No. 4 (April 1945), pp. 370–373.

The influence on flavor of canned orange juice exerted by oxygen, volatile oil, and heat treatment during sterilization and cooling and by storage temperature and type of metal containers was determined on many samples. Though elimination of oxygen during preparation and canning is highly desirable, it does not entirely prevent flavor deterioration. Length of heat treatment for sterilization affected flavor loss more than temperature did. Low storage temperatures increased flavor retention.

HOUSING

Contributed by Virginia Hoyt Weaver of the University of Illinois

***The American City* 9,** No. 9 (Sept. 1945)

Community redevelopment, p. 120.

Studies by the state's reconstruction commission show that the run-down and deteriorated areas in California cities are often the result of faulty planning. One of the basic requirements of the urban redevelopment legislation just signed by the governor is the setting up of master plans by local planning commissions before communities can proceed to rid themselves of the breeding places of crime, delinquency, and disease, and rebuild to create clean, healthy, wholesome environments.

Replanning, p. 125.

A White Plains (New York) report points out that good land use means not only efficient planning of buildings but also of spaces between buildings. Consolidation of properties into planning units for the purpose of rearranging open spaces is a major device for overcoming the tendency toward blight and obsolescence but should be done with the least possible dislocation of the life of the city.

Community revitalization by the citizens, p. 137.

Since a home is no better than its community, the citizens' first duty is to plan and zone the community. The community which has not done this in the beginning and which has fallen prey to the weaknesses of old age may find help in this report of the work of the Allegheny (Pennsylvania) Clinic, a nonprofit educational organization supported by individuals, industries, and foundations. It was founded as a result of leaders from all walks of life being brought together to discuss ways of getting co-operation from citizens and public and private agencies to make the region a good place in which to live.

Setting and meeting housing goals, J. B. BLANDFORD, JR., p. 94.

Communities must set their own housing goals and see that those goals become realities. The procedure follows: (1) The preliminary responsibility for housing plans and programs rests with our communities and local governments. (2) Within our communities, there should be maximum reliance upon private enterprise to meet as much of the housing need as possible. (3) The role of the federal government in housing is to extend the assistance needed and desired to help communities progress toward the goal of good homes in good surroundings for all families.

Local communities should study their building codes to see that they are in line with the best building practices and encourage the use of new construction methods and materials. Zoning ordinances also should be examined to determine if they are in harmony with the community's over-all needs for future development.

***Interiors* 105,** No. 2 (Sept. 1945).

Space for living, p. 12.

First prize in the Roumes Medal Competition on a "space for living" problem went to Thelma Osbo of the University of California at Los Angeles for a bachelor's apartment in New York. Ruth Krest of the Chicago Academy of Fine Arts won the second award for a postwar apartment in Los Angeles. The third award went to a beach home in California designed by Anetta Belzer of the University of California. Two of the three honorable mentions also went to women.

When are women going to get interested in designing a home for families with children?

The living room, p. 53.

If solar heating is generally accepted, if vacuum sealed double panes make the big picture window practicable, then tomorrow's interior designers must either go into partnership with the landscape architect or else learn a great deal himself about this exact profession.

The outdoor living room actually is a "living" room; it grows and gets diseases, suffers from drought and flood, from beetles and large dogs and small children. Its color scheme changes four times a year. Plantings are likely to shoot up and cut out light and air—or bring in bugs. The planner of this outside living room, then, must consider line, texture, proportion, color—and also soil and climate and rate of growth of materials chosen.

Kaiser-Burns. *Arch. Forum* **82,** No. 6 (June 1945), p. 7.

Fritz Burns, who engineered three of Los Angeles' biggest prewar low-cost housing developments, was tapped as the man to help Henry Kaiser execute his plan to build low-cost postwar houses and become president of Kaiser Community Homes, Incorporated. This firm hopes to

build a well-designed house of high quality construction that will sell for $5,000 by economies through standardization and mass production of the mechanical core of the house.

A dozen or so basic plans, with 2 or 3 bedrooms, will be varied by façades finished in period styles. Some interior walls will be factory-built as storage units. Major emphasis will be on mechanical equipment, and a preassembled bath-kitchen unit will be an important feature. Independent producers will supply this as well as heating and air-conditioning equipment. A hydraulic dishwasher is already in production as an exclusive Kaiser product.

NOTE: The Kaiser firm will supply contractors with a standard recipe and a set of basic house designs adapted to regional needs for planned communities of at least 200 houses and will specify high construction standards. It will supply materials and acquire land and will offer or arrange for construction loans. Shrubbery and precut fencing goes with each house. Each community *may* be given a medical center and an airport.

Living laboratory. *Arch. Forum* 83, No. 4 (Oct. 1945), p. 20.

Student veterans will get homes, and architectural and engineering students will get a new kind of research laboratory in the 100-unit prefabricated housing project soon to spring up at the Massachusetts Institute of Technology. Within ten idle acres, MIT will put up experimental homes where solar and radiant heating systems, air conditioning, insulation, and many new materials and techniques can be tested under family living conditions.

Glass, plywood, all steel houses and some prefabricated systems will be used. Block construction, use of chemicals for wood preservation, plastic materials, electronic controls are listed for experimental observation. As landlord to the many student veterans expected to take advantage of educational aid under the GI Bill of Rights, MIT will solicit tenant complaints and check them against its research findings. Eventually, the Institute plans to supplement these with several hundred permanent homes to rent to graduate students and instructors.

A workbench for the kitchen. *House and Garden* (Sept. 1945), pp. 104–105.

The "soda jerk" knows the convenience of working at three levels with supplies and utensils within arm's reach at the back of the work top. A carpenter "pre-positions" his tools from long habit. War plant workers stay within their normal "working area" at the bench, use two hands, and let the force of gravity conserve their time and motion.

Scientific time and motion studies have been made to simplify cooking procedures in similar ways. One result is a kitchen workbench which is so obviously right that it is certain to affect the shape and plan of many kitchens to come. All necessary material is within the semicircular reach of both hands while the worker stands in one spot. Second, the kitchen work heights are flexible to meet the needs of various heights of workers.

A Worthy Housing Policy

The National Public Housing Conference is a citizens' group. . . . It does not accept funds or membership from any government agency. . . .

We believe . . . that a national housing policy, worthy of the name, is sound business, good government, and wise social policy. It is sound business because the mere dollar and cents cost of maintaining the slums and of providing ordinary municipal service to their inhabitants far exceeds the cost of new decent housing, and because home production is in the best interest of producers, workers, and consumers . . . [by creating] fuller employment and greater prosperity. . . . The best way of conserving our democratic way of life and our private enterprise system is to have programs which recognize the needs of the people so as to avoid the discontent and bad morale which represent the real threat to our way of life.—WILLIAM J. GUSTE, counsel for the Housing Authority of New Orleans, speaking for the NPHC in support of the Wagner-Ellender-Taft housing bill at the Senate hearing on December 7, 1945.

News Notes . . .

General

Esther McGinnis, recently on the staff of the State Teachers College, Buffalo, New York, has been appointed assistant director of the Merrill-Palmer School, Detroit, Michigan.

Lillian B. Storms, for some years nutritionist for Gerber's Baby Foods, was married on November 16 to Winfred Forrest Coover, professor of chemistry at Iowa State College. They are now at home at 2121 Storms Street, Ames, Iowa.

Arizona

Arizona Home Economics Association. The executive committee met with Mrs. Lydia Ann Lynde, chairman of the AHEA's division of family relations and child development, for discussion of the AHEA program of work for the year.

State Nutrition Council. Committee reports of accomplishments indicated at the annual meeting that co-ordination of the work of various agencies and business is resulting in advancements in the nutrition and health fields.

Norma Sayre, former executive secretary, is now working as nutrition consultant for the State Board of Social Security and Welfare.

University of Arizona. Ethel Thompson taught summer school at Ellensburg State Teachers College in Washington and was a consultant in the Nutrition Workshop for elementary teachers.

Mrs. Martha Fees, an alumna, is now instructor of foods and experimental cookery.

Extension Service. Mrs. Bernice W. Cannedy has been appointed home demonstration agent in Pinal County, succeeding Mrs. Flossie W. Barnes.

The strike of Tucson bakers resulted in a flood of requests for the Extension circular "Making Modern Bread," mentioned during the bread-making demonstrations conducted in 7 of the 14 counties of the state by Mrs. Jeanette Hendricks of the Wheat Flour Institute under the sponsorship of the State Nutrition Council.

State Department of Vocational Education. Ninety-seven Arizona homemaking teachers attended one of the four district conferences sponsored by the Department. The high light of each was a panel on "What the American Family Faces in the Postwar World."

Twenty-two high school homemaking teachers in the state—or 25 per cent of the senior high school teachers—are new on their job this year.

Phoenix. Mrs. Rose R. Murphy, district supervisor of the school lunch program in Indiana last year, is now in charge of the school lunch and nutrition education program at Osborn Elementary School near Phoenix.

Mrs. Virginia Macchi of Indiana is now home economist for the Tovrea Packing Company.

Colorado

Colorado Home Economics Association. *College Clubs.* Maude Williamson of Colorado A & M College has been appointed state adviser of college home economics clubs. Plans are under way for integrating the college clubs in the state. A state meeting of college clubs will probably be held this spring.

Colorado A & M College. Olive Hamilton, formerly supervisor of student teaching at Lamar, has been appointed assistant professor of education. She will supervise student teaching in home economics in the high schools in the state.

The Annual Conference of Vocational Teachers was held at the College from August 22 to 25. All the vocational education services joined in it in order that the various groups might become better acquainted and better understand each others' work. The program for the vocational homemaking teachers was organized as round tables and workshops.

Colorado State College of Education, Greeley. Rhoda Foss, recently on the staff of the State Teachers College at Terre Haute, Indiana, has been appointed assistant professor of home economics education and supervisor of student teaching at the College.

State Board for Vocational Education. Leonora Zimmerman, state supervisor of home economics for the past ten years, resigned on October 15 to be married. She is now Mrs. E. Gross and is living in San Francisco.

Extension Service. Audrey Sandstead, a former home demonstration agent, has been appointed assistant leader of 4-H clubs.

Connecticut

Connecticut Home Economics Association. The Association co-operated with the State

Teachers Association in holding regional meetings in Hartford, New Haven, and Bridgeport on October 26.

College Clubs. The Home Economics Club at Connecticut College was hostess to the Connecticut and Rhode Island College Clubs on November 14. Lois Kurtze of the University of Connecticut, chairman of the intercollegiate group, conducted the meeting.

Connecticut College. Margaret S. Chaney discussed "Applied Nutrition in the Community" at the recent Connecticut Nutrition Institute of the American Red Cross.

St. Joseph College. Katherine Nugent was married in June to Joseph Mullen.

Geraldine O'Neill, formerly at Adelphi College, Garden City, has joined the faculty.

Connecticut Dairy & Food Council, Inc. Marian Arnold of Boston became nutritionist in the New Haven office on November 1 following Beatrice Spiker's resignation to become assistant nutrition specialist in the Pennsylvania Extension Service.

Bridgeport. A meeting of the state and community nutritionists was held in Bridgeport on October 23. Rheta B. Hyatt was chairman and hostess.

Hartford. Mrs. Marcia Grimm resigned from the homemaking staff of the Hartford public schools to join her husband who was recently discharged from the Coast Guard.

Middletown. A nutrition poster exhibit entitled "Disney Isn't Dizzy" was on display in the lobby of the theater at which the film "Something You Didn't Eat" was shown. Over 1,000 nutrition leaflets were distributed by the library summer reading club.

New Britain. From July 16 to August 20 the Visiting Nurse Association held its first outdoor movie project as a means of disseminating canning information. About 625 people attended the five showings.

Catherine McGary of the Nathan Hale Junior High School is now Mrs. James Smith.

New London. The Red Cross is sponsoring a food class and a parents' class and four new school lunch programs: two in Waterford, one in Quaker Hill, and one in Jordon Village.

Delaware

Delaware Education Association. "The Family Today and Tomorrow" was the theme of the annual meeting of the home economics teachers section on October 19 during the convention of the Association in Wilmington. Dr. James H. S. Bossard, director of the William Carter Foundation at the University of Pennsylvania, was the guest speaker. Mrs. Mildred E. Wells presided.

The following officers were elected for the coming year: president, Thelma Atwell; secretary, Louise Vaughn.

School Lunch Program. During the past three years the number of children fed in the lunchrooms in the schools of Delaware has increased from 75 per cent in some schools to 300 per cent in others. The federal school lunch subsidy was partly responsible for the increase.

Meetings for Managers. To help school lunch managers with some of their problems the State Department of Public Instruction and the Board of Education in Wilmington co-operated in holding six meetings in each of two centers in the state. Each meeting was devoted to one problem. Authorities on nutrition, menu planning, cost accounting, and personnel management from a nearby college and state talked on the various subjects and led the discussion. Exhibits and demonstrations were included, and two demonstration meals were served. Most of the 132 women enrolled had had no training for this work. The meetings were held Tuesday and Wednesday nights each week from October to November 7.

Mrs. Marian McCaughan, city supervisor of home economics and the school lunch in Wilmington, Mrs. Charlotte Thornton, assistant, Emily A. King, state supervisor of home economics, and Mary Davenport, state nutritionist for the Board of Health, planned and conducted the meetings.

Florida

Florida Home Economics Association. Home economists from all sections of Florida assembled at the Hotel Thomas, Gainesville, on November 2 and 3 for the first state meeting of the Association in two years. At the opening dinner meeting, Gladys Wyckoff, AHEA field secretary, spoke on "The American Home Economics Association: Its Role in the Professional World." Reports from the nine districts and from chairmen of committees and plans for the year were considered at the Saturday session. The Association accepted the invitation to hold the 1946 fall state meeting in Miami.

District chairmen are as follows: *Central*, Nettie Mae Fowler, Lake Butler; *Central East*

Coast, Anna E. Heist, St. Augustine; *East Central*, Brenda Kuykendall, Leesburg; *North Florida*, Anna C. McIver, Jacksonville; *South East Florida*, Bertha Nil Hausman, West Palm Beach; *West Coast*, Anne D. Davis, Tomlinson School, St. Petersburg; *West Florida*, Maeron Dunbar Dekle, Malone.

Florida State College for Women. Edna Mae McIntosh is now nutritionist for Gerber's Baby Foods.

New faculty members include Sylina Polites and Constance Hayes.

State Department of Education. Sectional conferences in Tallahassee, Jacksonville, Tampa, and West Palm Beach formed a part of the in-service training program for home economics teachers. "Improving the Quality of Home Economics Teaching" was the theme around which the two-day week-end programs were built. Staff members from Florida State College for Women, the University of Florida, and the State Department of Education co-operated. A high light of the program was the description of the experiment in applied economics in housing being carried on in Florida with a grant from the Alfred P. Sloan Foundation.

Marie White of the U. S. Office of Education made an official visit to Florida en route from Colombia, South America, to Puerto Rico.

Extension Service. During the week of October 22, twenty recently appointed home demonstration agents were given an intensive short course in home demonstration work at the University of Florida as part of the in-training service program directed by A. P. Spencer and Mary E. Keown. Emphasis was on organization, policies, and procedures in 4-H club work. Ruby McDavid, Ethyl Holloway, and Edith Barrus were in charge, and E. H. Shinn and Barnard C. Joy of the U. S. Extension Service assisted with the program.

The annual conference of Florida extension workers, held the week of October 29 at the University of Florida, was attended by 150 men and women. The findings of recent research studies in agriculture and home economics were discussed, and the possibilities in freezing were brought out by Mary Loughead of the U. S. Department of Agriculture.

Three new counties have made appropriations for home demonstration agents. Viola Strickland will go to Hardee, Catherine Brabson to Highlands, and Sara Horton to Sarasota.

Georgia

Georgia Home Economics Association. "Continued Improvement for All Families the World Over" was the theme of the annual meeting in Atlanta on November 10. Dr. Guion Griffin Johnson of the Georgia Conference on Social Welfare spoke on "Family Life"; Henry G. Markel, architect, "Planning Houses for Families of Today"; and Gladys Wyckoff, AHEA field secretary, "The American Home Economics Association—Its Role in the Professional World."

Dora Mollenhoff, president, presided.

A local department store gave a tea for those attending the meeting and presented a program on home styling.

The first quarterly eight-page News Letter was issued in October.

State Department of Education. An experimental program in nutrition education is being conducted in six schools. It is under the direction of the Department and the University of Georgia with assistance from General Mills, Inc. Floride Moore is the nutrition education consultant in charge. To date, 1,260 schools have been approved for participation in the school lunch program.

Georgia State College for Women. Dr. Katharine Holtzclaw is the new director of the home economics department. Dr. Jessie McVey is on leave due to illness in her family.

The Home Economics Building is being remodeled and equipped.

University of Georgia. Catherine L. Newton has been appointed acting dean of the School of Home Economics. Mary E. Creswell, the retiring dean, will continue on the teaching staff.

A research laboratory in foods and equipment for graduate students is being added with Dr. Pyle in charge.

Extension Service. Planting and caring for home orchards is being emphasized in home demonstration and 4-H clubs to promote a home supply of fruits in the diet. A committee of home demonstration agents representing the four state districts conferred with state specialists to evaluate the program and recommend phases for emphasis in 1946.

Atlanta. *Public Schools.* "Growth in Character through Homemaking Education" is the theme of the home economics program in Atlanta schools for 1945–46.

"Source Units in Homemaking Education" is the title of a new junior high school publication.

The senior high schools are developing for seniors a course emphasizing preparation for marriage and family life.

Fulton County Schools. The in-service training program included a nutrition workshop for elementary teachers and a workshop for lunchroom managers.

A permanent curriculum committee has been appointed to continue study of the homemaking program.

Mrs. Vivian McLendon Webb, director of home economics, has assumed the added duties of director of health education.

The Nutrition Service of the Atlanta Red Cross conducted two workshops for elementary teachers, a refresher course for 27 public health nurses, a one-day workshop for several PTA groups, and a training course for PTA volunteers on giving simple food demonstrations in the county health centers in addition to routine nutrition service. More than 8,000 nutrition service certificates have been issued, and more than 125 home economists and nutritionists have given volunteer service since 1941. Mrs. Leila Bunce Smith is volunteer nutrition chairman.

Hawaii

Department of Public Instruction. Mrs. Helen McGill, formerly an American Red Cross nutritionist, is now representing the federal school lunch program in which 146 schools are participating.

New homemaking teachers include: Lila Atkisson, Marion Bulow, Dorothea Hassinger, Regina Hauser, Jessie Jay, Minnie Kawahara, Frances Longcrier, June Marcetti, Mitsuyo Mizokami, Leila Sturgis, Hisae Toda.

Through the courtesy of the Waipahu plantation manager, a cottage has been obtained for resident probationary homemaking teachers at Waipahu High School. Adult homemaking classes also will be held there.

The Vocational School has started a co-operative dormitory for girls training to be cafeteria managers. Mrs. Mary Pitman is directing the project. Masayo Yamanaka, homemaking teacher, is house director.

University of Hawaii. Carol Mitchelson is president of the Hawaii Dietetic Association.

Bernice Choy, '45, has enrolled for graduate work at Ohio State University and training as student dietitian at the University Hospital.

Juliet Leong, who received her M.A. at the University of Iowa in 1945 and completed her internship as student dietitian at the University of Iowa Hospital, is now in the dietary department of Queen's Hospital, Honolulu.

Extension Service. Matie Jean Ebeltoft, who formerly taught home economics in North Dakota and Montana, is assistant home demonstration agent in Hilo, Hawaii.

Kamehameha Schools. Mrs. Antoinette Faaburg has returned from a year's leave. Helen Kanten, formerly of the University of Minnesota, is assisting Mrs. Faaburg with the food service.

June Menees is in charge of the feeding program at the Kamehameha Elementary School.

Idaho

University of Idaho. At the conference of homemaking teachers held at the University a committee to promote home economics in Idaho was appointed with Ruth Ryan, homemaking teacher at Gooding, as chairman and Margaret Ritchie of the University as adviser.

"Idaho Foods on Parade," "Home Furnishings in 1945," and "New Clothes for Old" were among titles of demonstrations and exhibits at the meeting of the state Grange at the University on December 7.

District Meetings. Revision of the units for the *Idaho State Homemaking Teachers' Guide* was discussed at district home economics meetings held in October and November in Pocatello, Boise, Lewiston, Twin Falls, and Coeur d'Alene.

Future Homemakers Council Meetings. Hazel Frost, national adviser of the Future Homemakers of America, visited Boise on December 8 for council meetings of state and district officers and homemaking teachers at which plans for the state organization of the Future Homemakers were made.

Illinois

Illinois Institute of Technology. The home economics department is now located at the Institute's downtown center, 18 South Michigan Avenue. The department has been made the custodian of the Teller copper and brass collection, which includes miniatures and life-size models of many historic cooking utensils.

Illinois State Normal University. Frances Conkey has returned as director of the home management house after a short leave of absence.

Milliken University. Several groups of students and faculty are co-operating with the Save the

Children Federation by adopting or sponsoring a particular child or group of children.

The home economics department is co-operating in a survey of the food habits of fifth-grade Macon County school children, based on a memory test of one day's actual food intake.

Mundelein College. Every Tuesday students in the personality clinic meet for individual analyses of problems about clothing, grooming, posture, and speech. Each student keeps her own rating sheet for personal appearance so that the final check-up after the series of lectures and demonstrations is completed will illustrate the improvements she has made in grooming, dress, and social intelligence, as well as in personality improvement.

University of Chicago. Mrs. Thelma Porter and Hazel Kyrk have been participating in the Agriculture and Rural Life seminar organized and directed by Dr. Theodore Schultze. The purpose of the group is to study the problems of rural people and plan research projects of a comprehensive nature directed toward the solution of such problems.

Hazel Kyrk was recently appointed chairman of the technical advisory committee on minimum standard budgets in the U. S. Bureau of Labor Statistics.

Lydia J. Roberts has been spending recent months preparing a monograph which reviews the basis for requirements for all the vitamins. She has taken time out from this work, however, to give three lectures on nutrition and human welfare in the Messenger Lecture Series at Cornell; participate in the child development conference at Madison, Wisconsin; and speak at the meeting of the Louisiana state nutrition committee and confer with Louisiana workers on the nutrition-education research program that has been carried on in the schools under a grant from the Rockefeller Foundation.

Western Illinois State Teachers' College. Eva Colby retired on September 1 after 38 years of service as head of the home economics department. She will continue to make her home in Macomb.

Amanda Rosenquist, formerly of MacMurray College, is in charge of student teaching and director of the home management house. This house will be used during the winter quarter as a laboratory for the survey course in home economics for nonmajors.

University of Illinois. Three 2-day district conferences on farm housing will be held throughout the state for home advisers during January. Housing plans, planning aids, demonstrations, location and landscaping, materials, methods, and recommended planning procedures will be discussed. University staff members will participate.

Daisy Davis of Ohio State University spent November on the campus to lecture and serve as consultant in household equipment.

Margaret Goodyear spoke on "Planning the Kitchen and Other Work Areas" at the Home Builders Institutes in Waukegan and Peoria, planned by the Small Homes Council at the University and the local Chambers of Commerce.

In the foods research laboratories, work is in progress on preparation of fruits and vegetables for quick freezing and on retention of ascorbic acid and riboflavin when vegetables are cooked in various ways and when frozen and stored in freezer lockers.

Indiana

Butler University. Hattie Lundgren, formerly of Miami University, has been appointed head of the home economics department.

Grace Whitsell spoke recently before Indianapolis Red Cross nutrition teachers on recent trends in nutrition.

Ada Smith, who resigned as instructor in arts and clothing to marry, has been temporarily succeeded by Mrs. Evelyn Vaughn.

Indiana State Teachers College. Agnes Brady, formerly of Montana State University, is the new methods and clothing professor.

The Terre Haute City supervisors are planning to hold bi-monthly meetings with the head of the home economics department and the methods teachers. Co-operative aids and the three-way program involving the student teacher were discussed in the last two meetings.

Indiana University. Una Robinson, who has been on leave to teach and do research in nutrition at the School of Tropical Medicine, San Juan, Puerto Rico, has had her leave extended an additional year. Elizabeth Cooley is substituting for her.

Kathryn Waller retired October 1 after 18 years of service at the University, the last few in charge of food service for the men's domitories. Helen Skinner succeeds her.

Kathryn Lees, recently of Kalamazoo College, is the new director of food service in the Student Union.

Purdue University. Mrs. Wave Granger has resigned as assistant professor of home economics education to be with her husband in East Lansing, Michigan.

Mrs. Hazel Heisey is the new supervisory teacher at the teacher training center at Montmorenci.

Jeanne Lehmann, graduate assistant in home economics, is working toward her master's degree.

The home economics teachers of Lafayette are working with the home economics staff on the revision of the junior and senior high school home economics program.

The annual Parents' Institute arranged by the School of Home Economics in co-operation with the Indiana Congress of Parents and Teachers was held on the campus November 6 to 8, with 350 PTA members attending and participating in the six workshops.

New staff members include Theresa Brichetto, half-time assistant in the Nursery School; Helen L. Marley, in charge of one of the home management houses to replace Frances Wallace Brand, who left to be married in October; Anna Shively and Mrs. Hazel Leland, half-time assistants in the clothing and textiles department; Mrs. Marjorie Sisson and Mrs. Helen Hauser, graduate assistants in the food and nutrition department; Patricia Jackson, a research assistant who is working on a nutrition project sponsored by the Cereal Institute; Helen Hounchell, who is working on a government project in clothing and textiles; and Mrs. Helen M. Hunt, who has joined the News Bureau staff.

Lt. Isabel Diehl, who served overseas and is now enrolled in the Graduate School, is expected to return to the staff in March.

Iowa

Iowa Home Economics Association. The Association will meet with the State Education Association early in February.

Kathryn Kendall is acting head this year of the Linn County group. Yearbooks including programs for four meetings were distributed at the group's first meeting.

Iowa State College. Dr. Florence A. Ehrenkranz, formerly of the University of California, is professor of household equipment.

The home economics enrollment is 1,546, which is 36 more than last fall's.

An annex to house research and home economics education, a new Nursery School, and six home management houses are planned for immediate construction.

Iowa State Teachers College. The home economics equipment has been rearranged and the entire department colorfully redecorated.

New home economics members include Dr. Margaret Phillips Randolph, formerly of Michigan State College; Margaret Kelley from Stevens College; and Amy Jean Holmblade, who recently has been doing graduate work at the University of Minnesota.

Carolyn Newsom is continuing work with the home economics teachers in the non-reimbursed schools of Iowa. This year she is working through the county superintendents.

State University of Iowa. New staff members include Pauline Rodgers, formerly of Central Michigan College of Education, as assistant professor of textiles and clothing; and Phyllis Bennett, the Lydia Roberts fellow at Columbia University from 1943 to 1945, as instructor in nutrition.

The College of Liberal Arts has approved a curriculum for a department of occupational therapy to be started during this school year.

Farm Security Administration. New supervisors include Mrs. Winifred Jones in Marion and Warren Counties and Mrs. Margaret Allyn in Cerro Gordo County.

Of the 1,000 pressure cookers checked last summer in co-operation with the Extension Service, nearly 35 per cent had faulty gauges and 20 per cent needed safety valve adjustments.

Kansas

Kansas Home Economics Association. The annual meeting will be held in March after a lapse of two years.

State Board for Vocational Education. Esther J. Lee is the new itinerant teacher trainer.

Kansas State College. A Workshop on Postwar Planning in Home Economics was held at the College from September 17 to 21. Ivol Spafford was the director.

Mrs. Jean Dunnigan has resigned to accept a position at Wayne University, and Louise Everhardy has resigned to study.

Rose Marie Darst died suddenly last summer.

Eva McMillan, now on sabbatical leave, expects to travel and teach in South America.

Tessie Agan also is on leave to study housing problems.

Florence McKinney and Mrs. Jane Barnes

have returned from sabbatical leave. Miss McKinney studied at Ohio State University and Mrs. Barnes at Oregon State College and Purdue.

Dr. Josephine Kremer, formerly of New York University, is the new head of the department of household economics.

Abby Marlatt is now a member of the department of food economics and nutrition; Louise Bailey, of the department of clothing and textiles; and Eleanor Huttenmaier, of the department of child welfare and euthenics.

Mrs. Laura B. Smith and Alice Geiger are assistant professors in the department of art.

Kansas State Teachers College, Pittsburg. Dr. Cecelia Ruth Earhart, who has had wide teaching experience in Iowa and Ohio, is the new head of the home economics department.

Classes for the wives of returned veterans are being organized and taught by staff members. Dr. Earhart's class in child care will take care of the children while the mothers are in class.

University of Kansas. The Nursery School, which was supported in part by Lanham Funds during the past four years, has been reorganized and will be maintained by the University as a laboratory school for students in child development. Only children between two and four years of age have been accepted this semester.

New staff members include Cynthia Kersten, in charge of the work in clothing and textiles and the home management house; Sarah Patterson, in charge of the classes in Nursing Education and Health of the Family; and Helen Lohr, in charge of home economics education and the supervision of student teachers.

Kentucky

Kentucky Home Economics Association. "The Home Economist in the Postwar World" was the theme of the Association's meeting at the Brown Hotel in Louisville on December 7 and 8. Gladys Wyckoff, AHEA field secretary, discussed "The Home Economist in the Changing World Today"; and S. A. Rosenberg, lately returned from Yugoslavia, "Nutrition Problems of UNRRA." Other speakers were Dr. J. D. Riechard of the U. S. Public Health Service Hospital in Lexington and Dr. C. W. Williams of the University of Louisville.

The business session was presided over by Myrtle Weldon, president.

Helen Wilmore of the University of Kentucky is the Association's new treasurer.

University of Kentucky. Last summer Ivol Spafford was guest consultant for the workshop on home economics curriculum and evaluation, and Mrs. Rebecca Nelson, consultant in family life education in Toledo, assisted with the one on child development and human relations.

Leora Bentley of Kansas State College has been appointed instructor of home economics and assistant in the Nursery School.

Dean Marion W. Spidle of Alabama Polytechnic Institute visited the campus in November.

Kentucky Dietetic Association. Isabelle Wills, dietitian at the Methodist Deaconess Hospital, Louisville, was elected president for 1945–46 at the Association's annual meeting in Lexington on October 19 and 20. Other officers elected were: president-elect, Emily Bennett of the Central Dairy Council, Louisville; vice-president, Mrs. J. R. Banes, a Louisville homemaker; secretary, Mrs. Kenneth Wilson, FSA supervisor, Carrollton; and treasurer, Ruth Boyden, University of Kentucky.

School-Community Canneries. Kentucky had some 145 school-community canneries in operation last summer supervised by teachers of home economics and agriculture. A course on food preservation and the operation of school-community canneries was offered at the University of Kentucky.

Extension Service. Mary Rokahr of the U. S. Extension Service led the discussion at the meeting of the home demonstration agents' section during the state extension conference at the University of Kentucky in November. "Problems of the Consumer in the Postwar World" was the theme. Preceding the conference a training school for home agents appointed during the past year was held at the Experiment Station under the direction of Myrtle Weldon.

Farm Security Administration. The following FSA home management supervisors have been appointed: Grace Couch, Barbourville; Polly Keen, Campton; Virginia Nelle Landrum, Scottsville; Nancy Pile, Munsfordville; and Mrs. Mary Hawks, Columbia.

Louisiana

Louisiana Home Economics Association. The Association held its first annual meeting since 1942 on November 28 and 29 in Alexandria. "Our Responsibilities as Home Economists in a New Era" was the theme. Dean Pauline Park Wilson of the University of Alabama was the

out-of-state speaker. Membership promotion was stimulated by a large map showing the number and distribution of members throughout the state. There was an exhibit of publications available from AHEA headquarters.

State Nutrition Committee. The committee held its annual meeting in the State Capitol, Baton Rouge, on November 9 and 10. Lydia Roberts of the University of Chicago, E. Neige Todhunter of the University of Alabama, and Marietta Eichelberger of the Evaporated Milk Association were guest speakers. Discussion centered on plans for co-ordinating the work of various agencies in the state which have nutrition programs and organizing parish nutrition committees and helping these in carrying on a nutrition program.

State Department of Education. Home economics teachers, working in parish groups, are continuing to assist the state curriculum committee, which is revising the home living and homemaking program.

The new bulletin *Louisiana School Lunches* is off the press and is being made available to all lunchroom workers in the state.

Louisiana State University. Mrs. Dorothy Scott Moschette has returned to the University after two years' study at the University of Chicago.

Northwestern State College. Mrs. Ruby S. Dunckelman attended the 1945 summer session at the University of Tennessee and the Craft School at Gatlinburg. She and Joy Burnham, supervisor of schools in Natchitoches Parish, arranged an exhibit of crafts and good teaching materials for the LHEA meeting.

Extension Service. Mrs. Jerry Harris, recently appointed assistant sociologist, will assist Mary Mims in community work throughout the State.

Maine

State Nutrition Committee. The committee has voted to continue its organization to facilitate exchange of information and to co-ordinate activities among agencies in the state.

Farmington State Teachers College. Farmington State Normal School became a State Teachers College on July 19. The home economics department has granted BS degrees since 1927, but the College will now also grant them in the department of elementary and junior high school education.

Helen E. Wehling of Diller, Nebraska, has joined the staff as home management director.

Nasson College. Pratt Diagnostic Hospital of Boston, a nucleus of New England's Medical Center, is offering the School of Home Economics at the College the facilities of its faculty and staff in training dietitians. Through the aid of the Bingham Foundation, qualified students from Nasson will train for a four-week period at the Hospital, working directly with individual case studies during their senior year.

University of Maine. Two members of last year's staff have resigned: Mrs. Calista Kelley White, to join her Navy husband now on shore duty, and Hazel Ingersoll, to take over the family life work at State Teachers College, Buffalo, New York.

Mrs. White's program in clothing has been taken over by Mrs. Mary Wood McLintock, formerly of the Iowa Extension Service.

The Nursery School and child development work are now in charge of Mrs. Dorothy Wing Nystrom, '41, who received her MS at The Pennsylvania State College in 1945.

Extension Service. Evelyn Lyman, who recently returned from five years' teaching at Mt. Salinda School in Rhodesia, South Africa, is an assistant home demonstration agent in Oxford County. Before leaving for Africa she was agent in Kennebec County.

Home demonstration agents in Maine attended a three-day training course in housing at which they received information on new developments in construction and building in the postwar era. Constance Burgess was in charge of the program.

Maryland

Maryland Teachers Association. During the Association's annual convention in Baltimore, the home economics department met in the auditorium of School #46 on October 26. M. Gladys Dickerson, president of the Maryland Home Economics Association, presided.

Following a business session, James H. Jones, secretary of the Loyola Federal Savings and Loan Association, Baltimore, spoke on "Financing the Home"; and Dana Jackely, architect and artist of Baltimore, on "Tomorrow's Home."

The meeting was well attended, and the audience showed keen interest in the discussion led by Mrs. Elizabeth Reitze, chairman of the Baltimore City Home Economics Association.

Massachusetts

Massachusetts Home Economics Association. The Massachusetts State and Eastern Massachu-

setts Home Economics Associations met for a "Reconversion Conference" at Swampscott on October 5 and 6. There was a record attendance.

Samuel J. Lukens of the Simmons College School of Business spoke on "Your Dollar Today and Tomorrow." Mrs. Eleanor Manning O'Connor, architect and housing authority, explained social and physical factors determining our choice of whether to buy, build, or rent our future house. Other speakers were Elizabeth Sweeney, food and equipment editor of *McCall's*, and Jane E. Morrow of New York who discussed the fabric and fashion industries. The conference was concluded by a panel discussion on "Problem of Reconversion" with Mrs. Gladys Beckett Jones of the Garland School of Homemaking as leader.

Connecticut Valley Home Economics Association. "Better Homes for a Better World" is the theme for the year. The group's first program this fall was held on November 2.

Eastern Massachusetts Home Economics Association. Mrs. Bertha S. Burke, winner of the Borden award for outstanding achievement in research in applied nutrition, was honored at a tea sponsored by the Eastern Massachusetts group.

Helen Robertson of the *Cleveland Plain Dealer*, national chairman of the HEIB's, was guest speaker at the group's October meeting.

Massachusetts Legislation. On October 10 the Massachusetts legislature passed the bill "Equal Pay for Equal Work."

Minnesota

State Department of Education. Lena Bertodatto has been appointed assistant state supervisor of home economics.

Gustavus Adolphus College. A new department of home economics has been organized at the College this fall with Bertha Fogde as its head.

University of Minnesota. New faculty members include Lorissa Sheldon, recently a nutritionist for the Oregon Shipbuilding Corporation, Portland, as assistant professor of institution management; Juliette Myren, formerly of the Massachusetts Extension Service, as instructor in related art; and Florence Turnbull, who received her master's degree at the University last June, as instructor in foods.

The home economics education section had the loan for a month last summer of a small reproduction of a homemaking department planned and reproduced by the E. H. Sheldon Manufacturing Company of Muskegon, Michigan. Florence Blazier, who while on sabbatical leave from Oregon State College helped the Company develop homemaking laboratory furniture to meet the needs of the home economics teacher, came to the University to get the reaction of home economists to the model.

The Homemakers' Hour presented by radio station KUOM featured during the entire fall quarter a program dealing with housing.

Mary Elizabeth Hepworth was married to Michael Feniak on October 27. She is continuing as instructor in foods.

Joyce Spear, who received her MS in foods in '45, has joined the faculty of Carnegie Institute of Technology.

Barbara Dewey has joined the institution management faculty at the University of Illinois.

Josephine T. Blanch has recently accepted a new position as regional worker for the Corning Glass Works, Corning, New York.

Amy Jean Holmblade, who received her MS in '45 in home economics education, has joined the faculty of Iowa State Teachers College.

Mississippi

Mississippi Home Economics Association. The annual meeting was held on November 10. The business of the Association was transacted, and officers were elected.

Speakers included Eleanor Wilson, state supervisor of the school lunch program; E. Neige Todhunter of the University of Alabama; Dr. R. E. Ware of Clemson College; Mary Stancel, nutritionist of the State Health Department; and Keith Hincliff of the University of Illinois.

Luncheon was served.

Extension Service. Mrs. Emma Lindsley Calhoun, who became Mrs. J. E. Calhoun last July, retired as home demonstration agent in the southwest district on December 31 to become a homemaker in Purvis, Mississippi, where her husband is in business. She had been in the extension field for 22 years. Her successor is Mrs. Margaret Cresswell, for 14 years home demonstration agent in Hinds County.

Rural Life Conferences were held recently at Hinds Junior College, Raymond, and at Southeast Mississippi Junior College, Decatur. The conferences had the co-operation of all agencies in these areas in their consideration of rural problems.

Negro Section of MHEA. Dr. R. E. Ware of Clemson College was the featured speaker at the annual meeting on November 10. Other speakers included Florence D. Allen, who discussed the lunch room's role in Negro schools in Mississippi; Dorothy Gordon of Tougaloo College, who discussed postwar trends in teaching clothing; and Kanada Rodgers of Alcorn A & M College, who discussed meeting postwar needs in nutrition.

Prentiss Institute. The new home economics building was dedicated by Ruth Wallace, home economics supervisor. Governor Bailey and many other friends of the Institute attended the ceremony.

A training course on preservation of meats was conducted for home demonstration agents by extension specialists Anna P. Felder and W. L. Richmond. In the same course opportunity was given to study methods and machinery used in large canning centers.

Missouri

State Department of Education. Mabel Cook has resigned as state supervisor of home economics education. Her successor is Alta R. Motter.

Four district conferences for teachers of home economics were sponsored by the Department in August. "Adjusting the Home Economics Program to Meet Present-Day Problems of the Family" was their theme.

Ella Montgomery has been appointed teacher of home economics and supervising teacher at the Lincoln University High School.

The State Conference for Negro Teachers of Home Economics, sponsored by the Department, was held on November 10 in the Administration Building in Carr Square Village, a Negro housing project in St. Louis. Emphasis was placed on housing problems, home projects, the school lunch, and the student club organization.

University of Missouri. Margaret Alexander, assistant professor of home economics education, is studying at the University of Chicago toward her doctor's degree.

Ferne Bowman is on sabbatical leave and is studying at the University of Wisconsin. Mrs. Elizabeth Harding, who received her master's degree in nutrition in June, is instructor in foods in the absence of Miss Bowman.

Bertha Jennings is teaching part time and working on her master's degree.

Mrs. Marjorie Noell, child development instructor, has resigned to establish her home. Dr. Bessie McNiel took over Mrs. Noell's work on November 1.

Ferne Staggs, formerly head of the home economics department at Lindenwood College, has joined the staff as assistant professor and supervisor of the home management house.

A new project on frozen foods has been established with Mrs. Clyde Cunningham in charge.

Montana

Montana Home Economics Association. The fall council meeting held in Helena on October 20 included reports from all chairmen. The action program of the various divisions and departments will carry out the four main goals of the state program as adopted from the AHEA program. A newsletter will carry these plans to the state membership. Plans are now being made for an annual meeting in Helena in March.

Montana State College. Former home economics staff members are now located as follows: Pluma Reeve is in charge of one of the dining rooms at the University of New Mexico; Hazel Westby is doing personnel work at the Emporium in San Francisco; Mary Baxter Briggs is doing similar work in a department store in New York City; and Lucille Alexander is studying for her master's degree at the University of Minnesota.

New staff members include: Mrs. Kathryn Ash, in charge of Hamilton Hall; Alice Kellogg, in charge of the off-campus student residences; and Shirley Greene, a part-time assistant, in charge of the home management house.

Montana State University. Irene Teagarden, principal and director of home economics at the Sidon School for Girls in Sidon, Syria, is visiting her old home in Missoula. She, with Hilda Faust, now Mrs. C. D. Cook, were the first graduates of the home economics department.

Since her return to Missoula, Miss Teagarden has spoken before several groups, including the Home Economics Club, for whose members she described the early days of the department and some of her experiences teaching home and family life in a foreign country.

One of her achievements has been the translation of home economics subject matter into a textbook in Arabic. This book, which is being published in the United States, will be of great help to her, she says, in her teaching.

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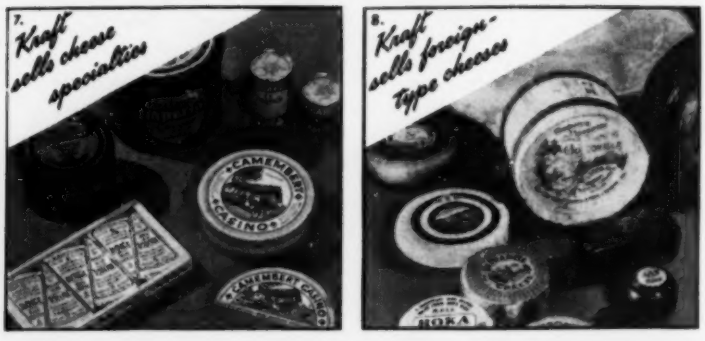

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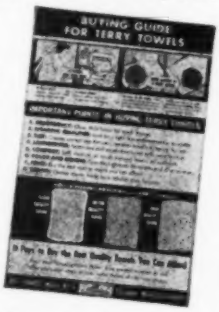

For Teaching: 8 Page Teachers' Manual. Also an additional conservation booklet: "How To Make Your Towels Last Longer."

For Pupils: Students' Notebook Folder. Available in quantity for distribution to pupils.

Send 10¢ for each course to cover mailing costs.

(1) Sheet Course (2) Towel Course

Educational Department

CANNON MILLS, INC.

70 WORTH ST., NEW YORK (13), N. Y.

MALTEX is a hot cereal most every child loves, because it tastes so good—is so rich with tempting, nut-like flavor . . . so deliciously, delicately sweet! What an appetizing way to get nourishment! For Maltex is a wholesome, *two-grain* cereal, naturally rich in Vitamin B1—a combination of ripe, golden Wheat, toasted to tasty perfection, and Barley, malted to bring out its delicious flavor. The combining process produces "natural" sugars, that are so easy to digest, and give the delightful sweetness that is typical of Maltex's goodness. Yes—Maltex is a *good* cereal to recommend to growing children.

LET US SEND YOU

Recipe Folder—one for each pupil
Wall Chart—one set to each class
Daily Diet Record—one for each pupil

Write:
Home Economics Dept.
The Maltex Company,
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Offer limited to localities east of Chicago and north of Washington, D. C.

MALTEX
Cereal

"AW, MOM . . . THE KIDS WILL LAUGH!"

A need for new attitudes toward proper foods is revealed by recent school study.

One of the most powerful governing factors in child behavior is the youngster's fear of being "different." That fear may today be a partial cause, at least, of some serious and widespread faults in the nutrition of school children.

In packing a lunch to be carried to school, the wise mother knows of many tasty and attractive foods that might be added to such standard favorites as sandwiches, milk, fruit and cookies. For example . . . crisp, fresh carrot sticks...a paper cup of coleslaw...celery stalks . . . or a whole tomato.

Why are vegetables so seldom seen in school lunches? A chief reason, probably, is that they are *unconventional*. Yet the great need for such foods in children's diets is shown very clearly by a recent survey.

In a combined tabulation covering rural, small town, suburban and city schools reached by this study, these figures are revealed:

63.8% of all children had less than the recommended allowance of citrus fruits.

70% had less than the recommended allowance of green and yellow vegetables.

To help teachers overcome old prejudices and faulty habits in nutrition, General Mills is now preparing a variety of materials useful in the classrooms of all grades. These materials, prepared under guidance of a committee of educators, will be available in the near future.

General Mills, Inc.

Minneapolis, Minnesota

Enriched Flours • Restored Cereals • Vitamin Products

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EVERY DAY'S DIET SHOULD INCLUDE THESE FOODS

GREEN AND YELLOW VEGETABLES . . . some raw, some cooked, frozen or canned. At least one serving a day.

ORANGES, TOMATOES, GRAPEFRUIT . . . or raw cabbage or salad greens. At least one serving a day.

POTATOES AND OTHER VEGETABLE AND FRUITS . . . raw, dried, cooked, frozen or canned. Two or more servings a day.

MILK AND MILK PRODUCTS... fluid, evaporated or dried milk. One quart (or its equivalent) a day for children and expectant or nursing mothers; one pint a day for all others.

MEAT, POULTRY, FISH OR EGGS...or dried beans, peas, nuts or peanut butter. One serving of meat, poultry or fish a day, or occasionally peas or beans instead. Three or four eggs each week.

BREAD, FLOUR, CEREALS . . . natural whole grain or enriched or restored. Three or more servings a day.

BUTTER AND FORTIFIED MARGARINE . . . use for spreads and for seasoning as you like and as supplies permit.

In addition, all growing children and all expectant or nursing mothers should be provided with 400 units a day of Vitamin D in the form of Vitamin D milk (fresh or evaporated), fish liver oil or Vitamin D concentrate

Troops off the Queen Mary getting their first taste of home

"Bro-ther, it must rain milk back here!"

It's midnight, and the huge troopship has just eased into harbor. Beside the gangplank, a swing band plays. Spotlights pick out banners; crowds pack the pier railings. And right up front with the "welcome committee" are truckloads of *milk*.

Hardly does a soldier thump his barracks bag down on the dock before he dives for an ice-cold carton of milk. When a whole division lands at once, it takes about 35,000 half-pint containers to satisfy their thirst!

These men have a hefty craving for fresh milk to "catch up with." That's why it flows so freely at home-coming receptions, at processing centers, and at hospitals, too, where one recreation worker claims it outranks blondes in popularity!

Out of service, it's more than likely this army-fostered appetite for milk, ice cream and other dairy products will carry into civilian life. A good point to remember, for the cook who takes over from Uncle Sam.

And while you fill your ex-fighter's order for these favorite foods, National Dairy continues its effort to safeguard their purity and improve their quality. Our laboratories—incubator of many important wartime developments—continue to find *new* ways in which milk—"nature's most nearly perfect food"—can contribute to the nation's health.

Dedicated to the wider use and better understanding of dairy products as human food—as a base for the development of new products and materials—as a source of health and enduring progress on the farms and in the towns and cities of America.

Kraft · Sealtest · Breyers

NATIONAL DAIRY
PRODUCTS CORPORATION
AND AFFILIATED COMPANIES

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"Darling, that's not the way to get a star part in Borden productions!" laughed Elsie, the Borden Cow

"**The Borden inspectors** and veterinarians who help the farmers just don't go for fragile *Mimis!*

"A Borden cow must be bounding with health, so that the milk which goes into Borden foods is *pure* milk.

"And, dear, every *single step* in the preparation of foods made with this fine milk is watched with an eagle eye, too. Borden *controls quality*—and with scientific thoroughness!

"That's why doctors and nutritionists can wholeheartedly approve Borden's foods for little babies—foods like Dryco, Biolac and Borden's Evaporated Milk. And they can unhesitatingly say *OK* to the ice cream, the cheese—*any* food that bears Borden's label!"

—if it's Borden's, it's got to be good!

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FEEDING THE FAMILY

By Mary Swartz Rose. "One of the most widely known and highly esteemed books in its field."—*Jl. of Home Economics.* "Can be unhesitatingly recommended for use as a text, for the physician and, indeed, for the general reader."—*Jl. of the American Medical Association.* 4th Edition, $3.75

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Fourth Edition revised by MacLeod & Taylor. "One of the best of its type for teaching the fundamentals of foods and nutrition. Written in a straightforward, easily read style and well illustrated with impressionable photographs, it serves as a fine textbook in basic nutrition and reference source for food values."—*Journal of the American Medical Association.* 4th Edition, $3.75

CHEMISTRY OF FOOD AND NUTRITION

By Henry C. Sherman. "Can be highly recommended as well-written, authoritative and up-to-date. Apart from its value as a text, it can be used effectively as supplementary reading for pre-medical students of organic chemistry."—*American Journal of Science.* 6th Edition, $3.25

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By Clara Mae Taylor. "These convenient value tables should be in every home economist's reference library."—*What's New in Home Economics.* "Dietitians and Nutritionists will welcome this book with enthusiasm . . . particularly timely, as it offers a quick method of evaluating a dietary."—*The American Dietetic Association.* $1.50

THE MACMILLAN COMPANY
60 FIFTH AVENUE NEW YORK 11, N. Y.

COMPREHENSIVE RESEARCH*

at 5 great American Universities establishes nutritional values of

CANNED VEGETABLES

**Detailed report published in the August 10th, 1944, issue of The Journal of Nutrition*

The dietetic value of the findings reported by the above-mentioned research lies not so much in the fact that these studies reveal any especially *new* information regarding the nutritional values of canned foods, but rather in the fact that they *confirm*, *detail*, and *tabulate* certain important data which, heretofore, have been generally accepted but not specifically analyzed.

For instance, it is generally accepted that canned vegetables parallel corresponding fresh vegetables as sources of the various nutrients. But this research now provides tables which set forth the specific nutritive values of a wide range of vegetables *as retained in the can*. This is especially helpful since canned foods come ready to warm or chill and eat. Thus, the values set forth are *net* values—not gross values as in the case of tables which rate foods in their *raw* state with no allowances for nutritional losses caused by transportation, exposure, or faulty preparation.

As might have been expected, carrots were found to head the list of canned vegetables as a source of carotene — with spinach, tomatoes, and tomato juice next in order. Again, of all canned vegetables, the best sources of ascorbic acid were found to be tomatoes, asparagus, tomato juice, spinach, and peas.

Succeeding advertisements in this series will deal with the relative nutritive values of canned fruits, as well as of canned fish and meat products. Meanwhile, the detailed report, complete with supporting tables, is available as noted above.

As a reader of this publication, you play an important part in helping to form public dietary habits. We urgently request your support in disseminating information regarding the good values of canned foods in supplying nutrition at low cost. To that end, an interesting booklet has been prepared in lay language. Upon your request we shall be happy to send one or more copies for your use. Please address:

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